DOCUMENT RESUME

ED 389 057 EA 027 159

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|---|---|
| AUTHOR | Knight, Karen |
| TITLE | The Alliance of Quality Schools. |
| INSTITUTION | Broward County Schools, Fort Lauderdale, Fla. |
| PUB DATE | Apr 95 |
| NOTE | 90p. |
| PUB TYPE | Tests/Evaluation Instruments (160) -- Reports - Evaluative/Feasibility (142) |
| EDRS PRICE | MF01/PC04 Plus Postage. |
| DESCRIPTORS | *Academic Achievement; Accountability; Curriculum Evaluation; Elementary Education; Formative Evaluation; Inservice Teacher Education; Intervention; Program Evaluation; *Program Implementation |
| IDENTIFIERS | Broward County Public Schools FL |

ABSTRACT

The Alliance of Quality Schools is a research-based, learner-verified, academic, and behavioral intervention model involving reading, spelling, writing, and mathematics. The alliance provides coordination and support to students and fosters academic success as well as social skills, self-esteem, and positive attitudes toward school. This report presents findings of a formative evaluation of program implementation in 10 elementary schools in Broward County, Florida. Information was gathered through a literature review, interviews with selected program staff, document analysis, focus group interviews with staff from other disciplines, a teacher survey, site visits, discussions with school administrators and staff, observation, and review of student records. The findings suggest that the schools successfully implemented staff training and support and integrated the reading, writing, and spelling components into the curriculum. Children showed appropriate reading progress, and teacher morale improved. Recommendations are to: (1) readdress the feasibility of the Integrated In-depth Enhanced Applications of Science (IDEAS) component; (2) readdress the parent-outreach component; (3) ensure that teachers are proficient in the content and methodology of alliance mathematics or science before implementation; and (4) strengthen documentation in the area of feedback/recognition to alliance staff. Twelve charts are included. Appendices contain teacher-survey data, a list of implementation outcomes, and descriptions of program components. (LMI)

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# THE ALLIANCE OF QUALITY SCHOOLS

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# EXECUTIVE SUMMARY
## The Alliance of Quality Schools

### Program Description

The Alliance of Quality Schools is a research-based, learner-verified, academic and behavioral intervention model involving reading, spelling, writing (language arts), and mathematics. The program is designed as a discipline or Educational Alternative Program that provides coordination and support to students and includes the fostering of academic success as well as positive social skills, self-esteem and attitudes towards school.

The School Board of Broward County has established an accountability and school improvement system based on the performance of students and educational programs. The Alliance program targets collection of data in the spirit of accountability in order to focus upon improving student achievement and school effectiveness. This is aligned with School Board Policy 1403 addressing school accountability and improvement.

### Cost and Funding

Previously there were 22 elementary schools that were receiving 2.8 million dollars from the PIP budget. Alliance staff refocused the money at ten schools in a concentrated effort to provide the training and curriculum necessary so that each student will be on grade-level or above in all academic areas.

The funding for a curriculum facilitator and a home-school parent-partner comes from Chapter I. All Chapter I schools that are not one of the ten Alliance schools can apply to receive $5,000 in in-service funds and $6,000 for materials to enable staff to attend in-service sessions sponsored by the Alliance. The costs projected for the Alliance this year are $4,268,517.

### Goal of the Report

This report is a formative evaluation that summarizes program implementation as of January 27, 1995. The findings are limited to the following questions:

1. How many staff members took part in one of the two Summer Institutes that were offered this past summer?
2. How many staff members that did not attend the Summer Institute were given a combination of in service and classroom coaching?
3. After the administration of the IRI's in September, what were the student placements and how are the students progressing?
4. As a result of increased time on-task and meeting the instructional reading needs of students has student discipline been affected?
5. Have teachers found the Alliance to be an effective intervention model?

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### Findings

Staff appear to have successfully implemented training and support to Alliance staff and the Alliance reading, writing, and spelling components into the curriculum. In addition to these areas continuing, the implementation of the Systems-Impact Videodisc Math and Science programs, and the behavior component are to be implemented during the next school year.

According to documentation, all Alliance staff have received training through the Summer Institute or through in-service and classroom coaching. The majority of Alliance teachers report that in-service training has been sufficient and of high quality. Likewise, teachers indicate that they have received sufficient support through the Alliance and administration.

Teacher morale appears to be the most noticeable outcome in Alliance schools. Teachers indicate that they are finding teaching "fun again" and that the program benefits children. All the teachers indicate that the Alliance program teaches all children to read, even those former non-readers. Staff appear excited about the program and are eager to show off their students' ability to read. Observation of classroom students found students to be on task and well behaved.

During classroom visits, discipline did not seem to be a problem in any of the classrooms. Although the behavior component of the Alliance has not yet been initiated, staff have documented a 29% decrease in student office referrals.

The parent component was not implemented until January and was reviewed through March. The first three months of operation indicates more attention is needed to coordination of the academic component with the three other departments involved in its implementation. The parental component has not yet been measured and, therefore, its effectiveness cannot be determined.

Alliance staff indicated that the Integrated In-depth Enhanced Applications of Science (IDEAS) program interfered with their ability to teach. This is one curriculum option used by the Alliance piloted in one school Grades 3 and 4. The IDEAS outside consultant indicates that the teachers have received appropriate training and are making appropriate progress in terms of the number of science units covered. However, no documentation nor measures of student progress was provided.

### Recommendations

1. Reassess the feasibility of the IDEAS component. Discussion will center on continuing a model that has not been positively received by staff. Appropriate documentation of student progress is an expectation.

2. Readdress the parent component. The effectiveness

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of the model has not yet been measured. Coordination and documentation are issues that need to be addressed.

3. Ensure that teachers are proficient in the content and methodology of Alliance mathematics or science before implementation.

4. Strengthen documentation in the area of feedback and recognition to Alliance staff.

# THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
## Department of Research and Evaluation

# ALLIANCE OF QUALITY SCHOOLS

## Formative Evaluation Report

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*The purpose of this document is to report on the formative findings and recommendations of the Alliance of Quality Schools as implemented in Broward County Public Schools, Florida. The Alliance of Quality Schools is a research-based, learner-verified, academic and behavioral intervention model involving reading, spelling, writing (language arts), and mathematics. The program is designed as a discipline or Educational Alternative Program that provides coordination and support to students and staff and includes the fostering of academic success as well as positive social skills, self-esteem caused by the ability to be academically successful, and positive attitudes towards school. The evaluation includes information gathered through: a) literature review, b) interviews with selected program staff, c) review of pertinent documents, d) focus group with allied staff from other disciplines, e) surveys of randomly selected teachers instructing at Alliance Schools, f) randomly selected site visits to three Alliance schools, g) discussions with two principals, one assistant principal, two coaches, and several teachers at Alliance schools, h) observation of dozens of instructing teachers in dozens of Alliance classrooms at all levels including two ESOL classes, i) observation of participating Alliance students, and j) collection of data from the Student Data Base. The findings suggest that staff has successfully implemented training and support to Alliance staff and the Alliance reading, writing and spelling components into the curriculum. The implementation of the Alliance Systems-Impact Videodisc Math and Science programs, along with the Alliance behavior component is to be implemented during the next school year. Further, that not only does the Alliance account for improved staff morale but that children are learning to read and showing appropriate reading progress.*

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### Introduction

Heightened awareness of the need for educational improvement has resulted in recommendations for broad-based educational reforms. On an increasing basis, students are failing to master reading, writing, mathematics and science at an acceptable level (Colvin, 1994). Unfortunately, there is no cookbook recipe for successful educational reform (Carnine, 1994). Proposed solutions range from reorganizing schools to making extensive instructional changes within particular curricular areas.

Educational reform does not occur in a vacuum (Colvin, 1994). In keeping with several of eight Major System Priorities, but most importantly *Improving Student Achievement and School Effectiveness*, Broward School Board members have made a major commitment to improve the delivery of educational programs in those schools where students are found to be deficient in basic academic skills (Comprehensive Plan, 1993).

Research indicates that all staff must be unified in the commitment to be actively involved in the change process and committed to working together to develop, implement, and maintain schoolwide change (Guskey, 1986; Smylie, 1988). Many experts believe that the best schools have demonstrated the ability to plan and organize for success (ERS, 1995). Common elements of successful organization include:

- a clear sense of purpose
- high expectations for students and staff
- programs that ensure opportunities for every student to learn basic and higher order content and skills
- dedication to the emotional well-being of students, reinforcing pride and self-esteem

The principals of these schools not only value the students, parents, and teachers, but systematically involve them in a variety of meaningful educational decisions (ERS, 1995). One of the strengths of the Alliance of Quality Schools is that it provides a philosophy and process for continuous school improvement as similarly set forth in Broward County School Board Policy 1403 approved in March 1995.

Under Policy 1403, The School Board of Broward County has established an accountability and school improvement system based on the performance of students and education programs. The system supports the framework for school improvement and accountability and shares the belief that *all students can learn, but at different rates and with different preferential styles.*

## Program Description

The Alliance of Quality Schools is a Broward County Public Schools initiative that arose from the need to provide educational support to eligible schoolwide Chapter I staff. The project is dedicated to the belief that *all children can learn*. The Alliance of Quality Schools begins with the administration of an Informal Reading Inventory (IRI) to each student in Grades 2 through 5 to determine the need for educational intervention. Students in first grade complete an individual placement test that provides information to the teacher to aid in choosing one of two reading programs to use as a primary educational tool.

The Alliance of Quality Schools is a research-based, learner-verified academic and behavioral intervention model involving reading, spelling, writing (language arts), and mathematics. The Alliance provides assistance to ten elementary project sites and training and support services to

19 off-site schools. The elementary sites were determined by application to insure that parents, teachers and administrators have a commitment to the Alliance and its goals.

The primary goal of the Alliance family component is to break the intergenerational cycle of under education and poverty. The program strives to improve student and parents' basic skills and attitudes toward education, improve parenting skills, children's pre-literacy and school readiness skills, and the overall quality of parent-child relationships.

Alliance staff is guided in the process of continuous quality improvement through the efforts of the school administration and the Division of Instruction staff. Through an ongoing series of leadership learning seminars, school administrators learn and demonstrate knowledge in the following areas:

- Research-based academic curriculums for remediating and accelerating learning for diverse learners
- Classroom and school-wide management practices
- Effective teaching practices
- Facilitating (school improvement) change.

### Training

Staff development and training is a critical component of the Alliance (Colvin, 1994). The two primary reasons that adequate staff development is important are the program must have the active support of teachers and, the relationship between the adequacy of the training and the performance of the students must be established (Colvin, 1994). A strong commitment to the Alliance principles is expected on the part of the principal and the teachers. Training is coordinated with the Department of Human Research and Development (HRD). The Alliance administrative staff participates in all staff in-service activities that are delivered to the Alliance members throughout the school year.

The Alliance subscribes to a schoolwide, building-team approach to staff development. This approach encompasses an ongoing process of continuous quality improvement and staff development through the following ten assumptions:

- Constancy of purpose
- High expectations and customer focus
- Leadership learning
- Empowering governance
- Business, community, and family connections
- Organized community of adult learning
- Diagnosis
- Research-based actions and top-teacher tools
- continuous evaluation of the process
- Journey is the reward

All staff are to receive training in research-based academic curriculums and classroom management to enhance commonalty of procedure

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throughout the learning environment of the school. To advance this process requires the training of in-house experts at the school to build site based capacity. To that end, a building team (BT) is to be created using current school staff.

The BT consists of school administration, curriculum facilitator, a teacher from each grade level, a special area teacher, and a paraprofessional. Building Teams are to receive on-site coaching that is comprehensive in the areas of teaching and learning. The team is to serve as role models for teachers experiencing concerns in the classroom (Colvin, 1994). The BT component is expected to be introduced into the Alliance schools in April 1995.

Pre-service training occurred during the Summer Institute and during the Summer Term so that teachers could have the opportunity to apply what they learned. The training includes specific teaching techniques, an explanation of the rationale, and the expected student outcomes of the approach (Colvin, 1994). An average of ten hours per beginning-level program, and six hours per program above second grade level was needed. A five day pre-service program was held for schools implementing a range of programs.

## Alliance Partners

### Principal

The active involvement of the principal is critical (Colvin, 1994). Throughout the implementation of the Alliance there are bi-monthly meetings of the ten Alliance School Principals. A high-level of teacher effort is facilitated by a principal who is knowledgeable about the curriculum and teaching techniques, and one who visits classrooms regularly, conferring with the school-coaches and teachers. During the school year the principal is expected to:

- Ensure that adequate in-classroom coaching and in-service training is occurring
- Participate in construction of daily schedules and ensure that schedules are being followed
- Confer regularly with the teachers and coaches about the progress of each student group
- Ensure mastery tests are being given and re mediations applied in a timely manner
- Give recognition and feedback to teachers and students
- Prepare reports to the local community on the status of the implementation.

An average of 20 minutes per day per classroom is expected to be allocated to classroom visitation by the school support staff. This time can be shared by the principal, assistant principal, and other support staff members.

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**Teachers**

Teaching is facilitated through school coaches, on-site curriculum facilitators, and consultants. Teacher-coaches are resources to assist teachers and staff members. The principal evaluates the teachers and expects them to follow the assignments of the curriculum facilitator, teacher-coaches, and consultants. In-classroom coaching is done by the curriculum facilitator and the school coach. The purpose of on-site coaching is to provide staff with feedback on program implementation, not teacher evaluation.

**Curriculum Facilitator**

The main responsibilities of the curriculum facilitator in Alliance schools are:

- Maintain a supportive presence in the classroom to provide coaching to ensure that schedules are being followed by teachers who follow the program procedures and utilize the classroom libraries effectively
- Arrange, coordinate, and monitor in-service training
- Help regroup children performing academically too high or too low for their group
- Monitor the progress of every instructional group
- Establish ease of entry for transferring students.

**School Coach**

There are six external coaches for the ten Alliance schools. The coaches are on-site two days per week, with Friday as a swing day to accommodate the needs of their two assigned schools. A special cases coach is available for working in-depth with teachers who have students that are severely academically deficient or have chronic problem behavior. These students are identified by the teachers or selected by the coach from review of student progress charts. Principals may also request assistance from coaches to work with new teachers. The coaches are responsible for:

- Providing on-site feedback to each staff member in their classroom at least four times per year
- Providing on-site assistance/ coaching to members of the BT in the area of effective instruction
- Assisting the curriculum facilitator in developing ease of entry procedures for incoming students
- Assisting in diagnosing the needs of students who are not making progress academically or behaviorally.

**Parents**

Parents are directly involved with the Alliance through two service delivery models. The *Families for Learning Program* uses the Parent and Child Education (PACE) Model that includes five components:

- Early Childhood Education. Children pre-kindergarten through second grade participate in a developmentally appropriate program designed to stimulate language development, promote self-esteem, and reinforce positive feelings toward learning.

- Adult Literacy Training. Parents participate in adult education according to their needs. This may include, but is not limited to: Adult Basic Education (ABE), English for Speakers of Other Languages (ESOL), or General Education Development (GED).
- Parent Time. Parents and teachers design programs of interest to discuss. Topics typically include child nurturing, behavior management, child development, community resources, and job and educational opportunities. Parent Time is designed to create an atmosphere of belonging and support within and promotes attendance and retention in the program.
- Parent and Child Together (PACT). During PACT, parents and children work together in the classroom. Parents learn how to teach their children through their interactions and practice what they have learned about communicating with their children.
- At Home Instructional Program. Parent Educators make scheduled home visits at a time most convenient for parents to model ways for them to work with their children at home. Parents are encouraged to read at home with their children every day.

The other service delivery model is the *Home Instructional Program for Preschool Youngsters* (HIPPY). This model includes weekly home visits and monthly parent group meetings. Professional monitors provide leadership for paraprofessionals who are parents of four-year-olds. The paraprofessionals provide parent-to-parent education utilizing weekly home visits and role playing. Monthly group meetings are also scheduled to provide support for parents.

Both PACE and HIPPY utilize resources from Child Development and Family Services, Chapter I Parent Involvement, and Vocational Adult and Community Education Departments. Parents are assisted with transportation and child care. Planned workshops for parents include such issues as food and nutrition, self-esteem, family mathematics, and newspaper review. Parents are encouraged to visit their children's classroom during the school day to see how their children interact with the teacher and their peers, assist with classroom activities, volunteer for field trips, playground duty, and to get an idea of the educational program in which their children are involved.

## Accountability

Many promising educational approaches fail because they cannot help teachers determine whether they are successfully implementing an approach and if the students are learning at a desired rate and level of proficiency (Colvin, 1994). The Alliance provides ongoing assessment through in-program mastery checks and staff development based upon the demonstrated needs of the students.

Diverse learners or children of poverty and children with disabilities, are usually the ones hurt the most when well-intentioned programs do not work (Colvin, 1994). According to Colvin (1994), a subtle form of discrimination often occurs when the same educational approach is mandated for all students. Despite evidence that using the same approach with all students results in high failure rates for diverse learners, others claim that educating all students in the same way represents equity. The Alliance seeks to use the approach that best meets the needs of particular children. This approach recognizes the reality of the high failure rate for diverse learners.

### Curriculum

The Alliance staff assesses each student to ensure that he/she is receiving instruction in a curriculum that will enable them to perform academically on-grade level or above in all subjects. The Alliance is enhanced by the implementation of Direct Instruction, Laser-Videodisc curricula, and IDEAS (Integrated in-depth Enhanced Applications of Science) curriculum. All ten Alliance schools utilize a Unified Comprehensive Curriculum (UCC) approach in Grades Kindergarten (K) through 2. Nine of the schools continue this approach in Grades 3 through 5. There are two options for teaching and learning in Grades K-5.

- Option A: A Unified Comprehensive curriculum in Grades K-5 (UCC K-5)
- Option B: A Combined UCC/IDEAS curriculum, with the Unified Comprehensive curriculum in Grades K-2 and IDEAS curriculum in Grades 3-5 (UCC K-2/IDEAS 3-5).

Option A incorporates elements of the current grade-level instructional approach with a variety of Direct Instruction curriculum programs (e.g., reading, reasoning, writing, language, and mathematics) that are specifically designed and verified as successful with both diverse and non-diverse learners. Option B emphasizes the development of in-depth conceptual understanding of science concepts in Grades 3-5 as a basis for reading and writing skills developed in Grades K-2.

Option B, K-2 students receive the standard UCC curriculum the same as Option A. But in Option B students in Grades 3-5 receive the IDEAS model emphasizing in-depth science (i.e., integrating science, reading, and writing) in combination with selected Direct Instruction programs in language arts and mathematics.

**Direct Instruction.** Direct Instruction programs were chosen as a developmental instructional core for both options of curriculum in the Alliance because of its research-based, highly effective established and extensive curriculum design (Colvin, 1994). The Direct Instruction (DI) model grew out of Engelmann and Bereiter's (1966) research on teaching at-risk preschoolers. They recognized that closing the educational gap faced by at-risk students required accelerating their cognitive growth in the context of restricted background knowledge. Direct Instruction is documented to be successful with at-risk first, second, and third graders in student achievement and basic and cognitive skills, and in student self-concept and self-esteem and in parental approval (Abt Associates, 1977; Haney, 1977).

Direct Instruction is an intensive intervention designed to increase the amount and quality of learning by systematically developing important background knowledge and explicitly applying that knowledge and linking it to new knowledge. Direct Instruction includes activities that carefully control the background knowledge that is required so that all students can build hierarchies of understanding, not just those students who come to school with the appropriate background knowledge (Colvin, 1994).

**Integrated In-depth Enhanced Applications of Science.** The IDEAS model provides a highly meaningful and positive motivational context for teaching and learning that serves the needs of both students and teachers in all three curriculum areas. The IDEAS integrated model has been shown to be a highly effective approach for developing meaningful understanding of science concepts in a learning environment that enhances reading and writing skills (Colvin, 1994). The integrated In-depth Enhanced Applications of Science instructional model develops conceptual understanding of science concepts by integrating in-depth science instructional activities with reading and writing (Colvin, 1994).

The IDEAS model integrates science, reading, and writing instruction. Implementation of the IDEAS model allows the instructional time ordinarily allocated separately to reading, writing, and science to be restructured within a single daily two and a half hour time block. According to research sponsored by the Department of Education (DOE) through the Florida Atlantic University over the past five years, students (N=1,200) receiving IDEAS instruction have consistently out-performed comparable control students who received reading, writing and science instruction separately (Colvin, 1994).

### Technology

Implementing the Systems-Impact Videodisc Math and Science programs represents more than a simple innovation in the use of technology in the classroom (Colvin, 1994). The design of the instruction provides an opportunity for solutions to several school problems.

The videodisc curriculum conceptualizes knowledge as a cohesive network of underlying strategies and concepts with high utility (Colvin, 1994). Continuously applying these strategies and principles in solving problems that are presented through dynamic video, pupils deepened their understanding of math. These programs also provide a means for teaching sophisticated higher-order thinking skills to students of a wide-range of ability in the same classroom environment. Organizing the content in strands where topics overlap across several lessons until they are integrated into more complex skills, and incorporating other innovative features that provide for practice and new learning, facilitates this integration of ability levels.

The videodisc technology is an important delivery medium because training teachers to implement the wholesale reorganization and restructuring of the content into underlying linkages without videodisc delivery would require lengthy in-service time (Colvin, 1994). By using the videodisc technology as a delivery system, teachers are not required to be proficient in the content and/or methodology of Alliance mathematics or science concepts before implementation (Colvin, 1994). Relying on the videodisc as the delivery medium, the teacher is free to monitor and interact with students as they work through the sequence of activities.

### Managing School Behavior

On an increasing basis, teachers are required to teach and manage students who display severe behavior problems (Colvin, 1991). These students are mainstreamed, in part, due to the Individuals with Disabilities in Education Act that calls for educating disabled students in the least restrictive environment (Braaten, Kauffman, Braaten, Polsgrove, & Nelson, 1988; Davis, 1989) Another variable associated with this group of students is the high costs of education in residential or alternative programs.

A synthesis of research identifies a number of effective classroom and schoolwide disciplinary practices (Cotton, 1990). Alliance staff plan to incorporate best practice into a comprehensive model designed to address the discipline needs of a school (Colvin, 1994). The Alliance model calls for each

Alliance school to be involved in implementing a schoolwide management plan that teaches students the school routines and expectation on an ongoing basis. All staff will receive specific training and on-site coaching in managing student behavior beginning April 1995. Each Alliance school will train BT or in-house experts who will provide modeling for staff working with difficult students. Staff will receive initial training on the topic of managing students during the Summer Institute and throughout the school year. Students who are identified as needing additional assistance will have individualized behavior plans developed.

### Alliance of Quality Schools Goals

*Broward Blueprint: Schools of Excellence* is Broward County's strategic plan for school improvement and accountability. The combined goals of the Broward Blueprint, the State of Florida Blueprint 2000, and the National America 2000 have been integrated into the Alliance format. One of the District's Major System Priorities "Improving Student Achievement and School Effectiveness" is also tied to the Alliance of Quality Schools focus on a higher expectation and standard of service for all students.

The major goal of the Alliance is to provide each student with high-quality instruction that will enable him/her to be on-grade level and to enhance and support student achievement in all academic areas within three years. The focus of the project's school staff is to provide each staff member with quality staff development and research-proven, effective educational technology. The core reading programs include (see Appendix A):

- Reading Mastery I (RM I)
- Reading Mastery II (RM II)
- Reading Mastery/Fast Cycle (RM FC)
- Reading Mastery III (RM III)
- Reading Mastery IV (RM IV)
- Reading Mastery V (RM V)
- Reading Mastery VI (RM VI)
- Corrective Reading (CR)
- Decoding A (CR DA)
- Decoding B1 (CR DB1)
- Decoding B2 (CR DB2)

### Implementation

On April 5, 1994, the Alliance was approved as a school improvement program. Planning and implementation activities involving teachers, school-based and district administrators, parents and community members began. Planning activities included a community demonstration for parents, teachers, administrators, and community members regarding Direct Instruction teacher technology and a detailed explanation of the Alliance concept.

All schoolwide Chapter Program staffs were given a detailed implementation concept of the Alliance of Quality Schools and asked to vote on program acceptance.

An 80% faculty agreement was necessary to be considered as an implementation site. An analysis of four factors was determined for schools displaying the greatest need including:

- Number of students on free and reduced lunch
- High mobility rate
- Number of students above age for grade
- Low Stanford Achievement Test scores.

Each of the four criteria was given equal weighting; magnet schools were excluded. Ten schools were accepted as Alliance partners. There were no South Area schools selected as, with the exception of one school who declined membership, none ranked higher than fifteenth. The participating schools are: M. L. King Elementary, Larkdale Elementary, North Fork Elementary, North Side Elementary, Oriole Elementary, Park Ridge Elementary, Riverland Elementary, Rock Island Elementary, Royal Palm Elementary, and Westwood Heights Elementary.

### Cost and Funding

Previously there were 22 elementary schools that were receiving 2.8 million dollars from the PIP budget. Alliance staff refocused the money at ten schools in a concentrated effort to provide the training and curriculum necessary so that each student will be on grade-level or above in all academic areas.

The funding for a curriculum facilitator and a home-school parent-partner comes from Chapter I. All Chapter I schools that are not one of the ten Alliance schools can apply to receive $5,000 in in-service funds and $6,000 for materials to enable staff to attend in-service sessions sponsored by the Alliance.

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The Table I isolates the total costs for the Alliance project 1994-95. The costs projected for this year were $4,268,517.

| Table 1: Proposed Budget for Alliance of Quality Schools 1994-95 | |
|---|---|
| Leadership Learning Series | $ 14,400 |
| Instructional Support (Teacher Assistants/ Aides | 377,000 |
| Family Connection | 522,748 |
| Materials And In services (ten schools) | 1,406,000 |
| Six Coaches | 356,000 |
| In-County Travel and Office Materials | 8,000 |
| Projected Materials Increases | 128,000 |
| Classroom Libraries (ten schools) | 200,000 |
| Materials for Student Behavior Program | 50,000 |
| Laser Videodisc Materials (ten schools) | 60,000 |
| Summer Institute Training Costs for Staff | 45,600 |
| **SUBTOTAL** | **$3,167,7448** |
| Direct Services- Middle Schools | 305,816 |
| Non-site Schools | 132,000 |
| Support Services: | |
| Psychological Services- Area Offices | 545,695 |
| Coordinator and Secretary | 117,258 |
| **TOTAL COSTS** | **$4,268,517** |

**Purpose of the Formative Evaluation Report**

This report is a formative evaluation that summarizes classroom instructional program implementation as of January 27, 1995. The parental component was not implemented until January and was evaluated as of March 1995. The findings are limited to the following questions:

1. How many staff members took part in one of the two Summer Institutes or were given a combination of in service and classroom coaching?
2. After the administration of the IRI's in September, what were the student placements and how are the students progressing?
3. As a result of increased time on-task and meeting the instructional reading needs of students has student discipline been affected?
4. Have teachers found the Alliance to be an effective method of instruction?
5. How does the parental component affect the students?

## Methods

**Participants**

There are 370 teachers instructing 9,314 students enrolled in the Alliance of Quality Schools as of February 15, 1995. Using a conservative estimate, a stratified, random sample selecting three teachers from each Alliance school for each grade level was employed. By selecting this number results would not differ from other sampled results by more than 5% on 95% occasions. One hundred and fifty surveys were distributed to the Alliance schools. The return survey rate ranged from 11 out of 15 (73%) to 15 out of 15 (100%) teachers responding to the survey per school for an overall response rate of 137 out of 150 or 91%.

### Data Collection

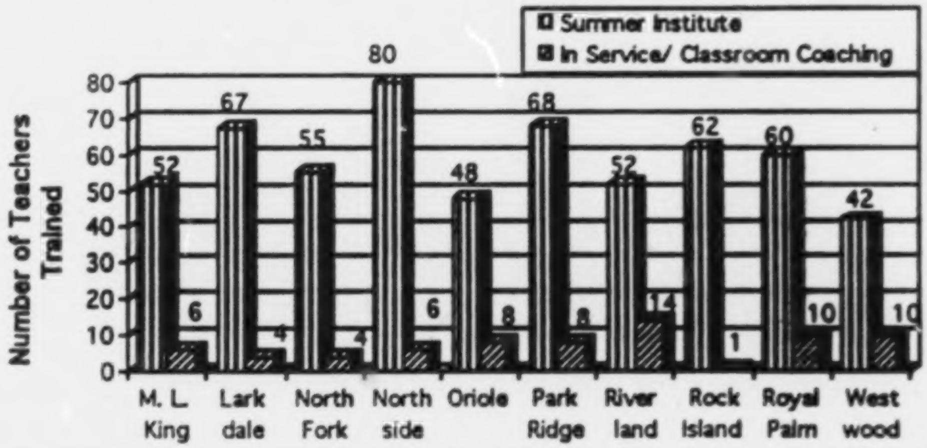
Information concerning the Alliance of Quality Schools was obtained from a review of the literature, interviews with selected program staff, review of pertinent documents, focus group with staff from other disciplines, surveys of randomly selected teachers instructing at Alliance Schools, randomly selected site visits to three Alliance schools, discussions with two principals, one assistant principal, two coaches, and several teachers at Alliance schools, observation of dozens of instructing teachers in dozens of Alliance classrooms at all levels including two ESOL classes, classroom observation of hundreds of participating Alliance students, and a collection of data from the Student Data Base.

## Results

### Training

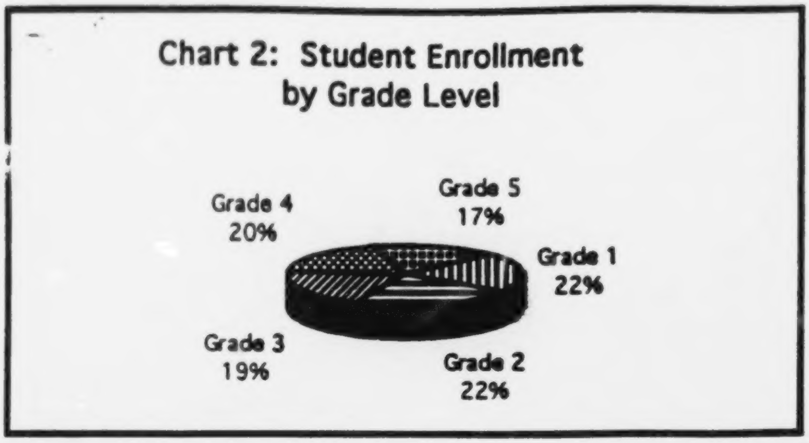
According to the information supplied by Alliance staff, all Alliance staff has received training through the Summer Institute or through in service and classroom coaching (see Appendix B for implementation). Chart 1 illustrates the percentage of staff in each school who received training through the Summer Institute or through in-service and classroom coaching.

Chart 1: Staff Training Model



**Enrollment**

Chart 2 illustrates the breakdown by grade level for the population of students served by the Alliance. The student population is distributed relatively evenly at about a fifth per grade.



One of the four factors used to determine need when selecting participation for Alliance schools was number of students above age for grade. Chart 3 illustrates the number of students in the Alliance who are appropriate age for grade placement by individual school.

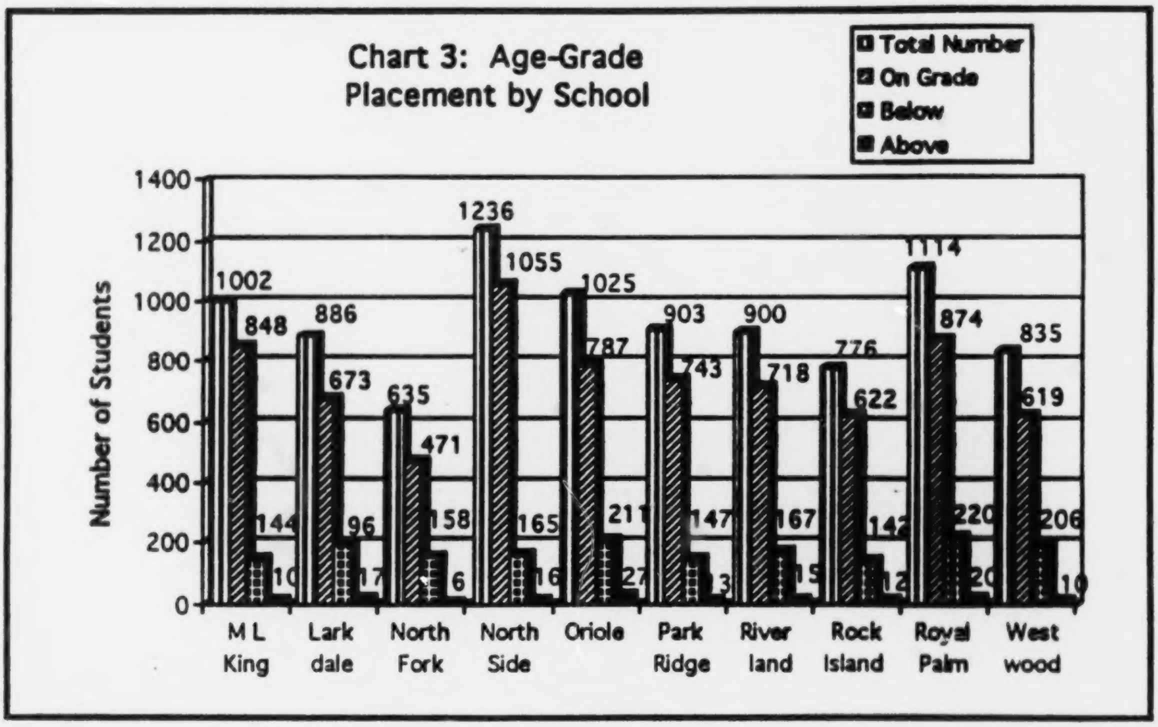
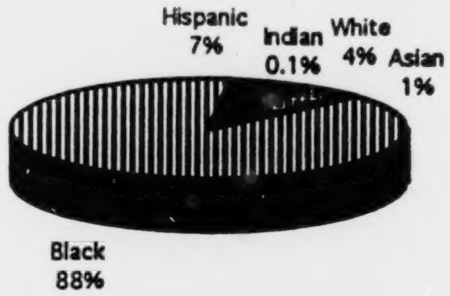


Chart 4 indicates the ethnicity of students served through the Alliance. Eighty-eight percent (8228) of the participants are black, 7% (637) are Hispanic and 4% (372) are white. This is a contrast to the districtwide ethnicity for students at the elementary level of 34% black, 11% Hispanic, and 53% white.

**Chart 4: Student Enrollment by Ethnicity**



Approximately half (4,744) of the Alliance participants are female and half (4,570) are male.

**Family Component**

Parents receive information about the Alliance program during open houses facilitated through the combined efforts of the administrative and school staff, consultant coaches, and staff members of the Department of Instructional Support and School Improvement. In addition to providing information, staff have implemented the parental involvement component.

Under the cooperative effort of the Departments of Child Development and Family Services and Vocational, Technical and Adult Education, all ten Alliance schools have offered the family component as of January 1995. Eight schools have implemented the *Families for Learning Program* using the Parent and Child Education (PACE) Model and two schools have implemented the *Home Instruction Program for Preschool Youngsters* (HIPPY).

**Families for Learning Program.**

The Families for Learning Program includes:

- Early Childhood Education
- Adult Literacy Training
- Parent Time
- Parent and Child Together
- Monthly home visits

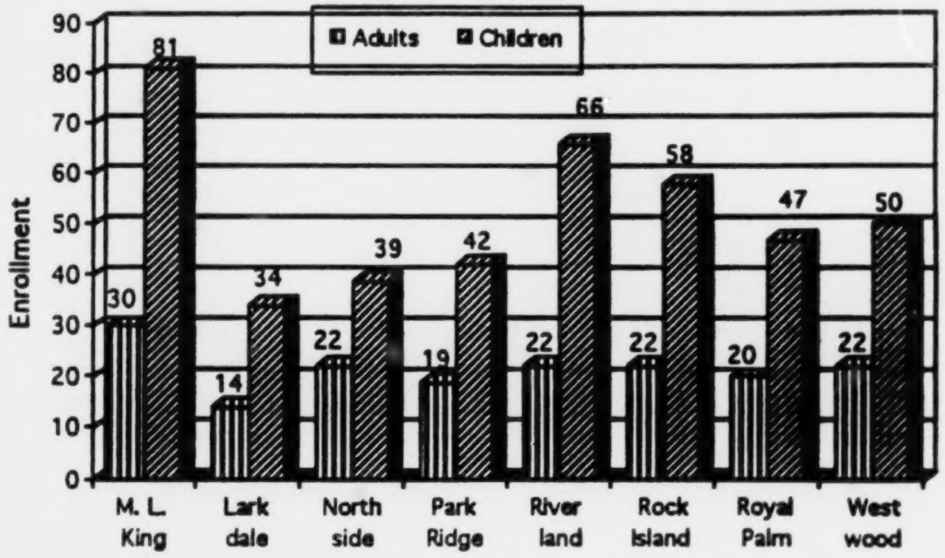
Parent classes began in November and December for six of the Alliance schools and in January for two additional elementary schools. Parents attend the program with their children for 12 hours per week. Sibling care is provided for youngsters in all eight schools while their parents attend classes. Free breakfast and lunch are provided for participants when appropriate.

The Families for Learning Program is staffed at each site by an adult education teacher, parent educator, and a sibling care worker. These positions are in addition to the pre-kindergarten through second grade teachers normally assigned to teach the school-aged children.

Originally the paraprofessionals were to provide parent-to-parent education by visiting homes bi-weekly. However, due to funding limitations and the nature of the service delivery model, the parent educators had to assist in the role of sibling care. This limited the time available in their schedule for home visits. Therefore, monthly visits were implemented.

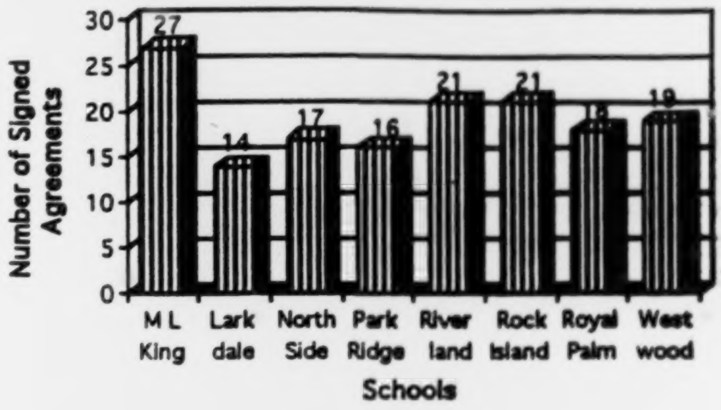
Chart 5 indicates that a total of 171 parents and 417 children are enrolled and benefiting from the Families for Learning Program.

**Chart 5: Adults and Children Enrolled in the Families for Learning Program (PACE Model)**



Documentation has been provided indicating 153 parents have signed Parent-Parent Educator Agreements as reflected in Chart 6.

Chart 6 : Number of Signed Parent-Parent Educator Agreements Signed by School



Although some parent educators have provided consistent documentation of parent visitation, many documentation forms indicate an inconsistent pattern of visitation.

**Home Instructional Program for Preschool Youngsters.** Two schools have newly implemented the Home Instructional Program for Preschool Youngsters (HIPPY) model that includes weekly home visits and monthly parent group meetings. Two professional monitors were hired and trained to implement the program at these Alliance schools. They also provide leadership for three paraprofessionals at each site who are parents of four-year-olds. The paraprofessionals provide parent-to-parent education utilizing weekly home visits and role playing. Monthly group meetings are also scheduled to provide support for parents. Sixty-four parents are taking advantage of the opportunity to prepare their children for readiness for kindergarten.

Thirty families were targeted for participation in the HIPPY program at each site. Documentation was provided by North Fork Elementary staff indicating routine visits with 34 parents. Oriole Elementary provided documentation that approximately 30 parents are routinely visited.

In addition to the two Alliance schools selected as HIPPY sites, Martin Luther King Elementary has employed the HIPPY model for seven years independent of the Alliance schools. Therefore, both service delivery models are provided at this site. Martin Luther King Elementary is currently serving 60 parents of four and five year olds.

### Reading Levels

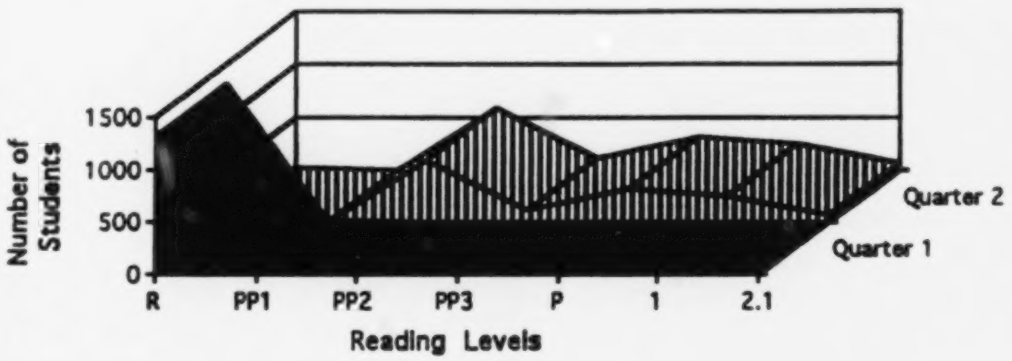
Grade 1

Chart 7 reflects the initial reading readiness placement and progress at the end of the second nine weeks for first grade Alliance students. Program criteria for Chapter I, "educationally disadvantaged" students is at least three movements in Grade 1. Of the 1362 Alliance students beginning first grade, 1325 (97%) started at the Readiness (R) level and 37 (3%) began at the pre primer 1 (PP1) level.

At the end of the first semester 623 (46%) of the Grade 1 Alliance students were reading at the pre primer 2 (PP2) level with 679 (50%) reading at the pre primer 3 (PP3) level or above. Twenty-nine (2%) of the students remained at readiness level while 8 (1%) were reading at the PP1 level.

Chart 7: Grade 1 Student Reading Levels
First and Second Quarter 1994-95

N=1362/1365

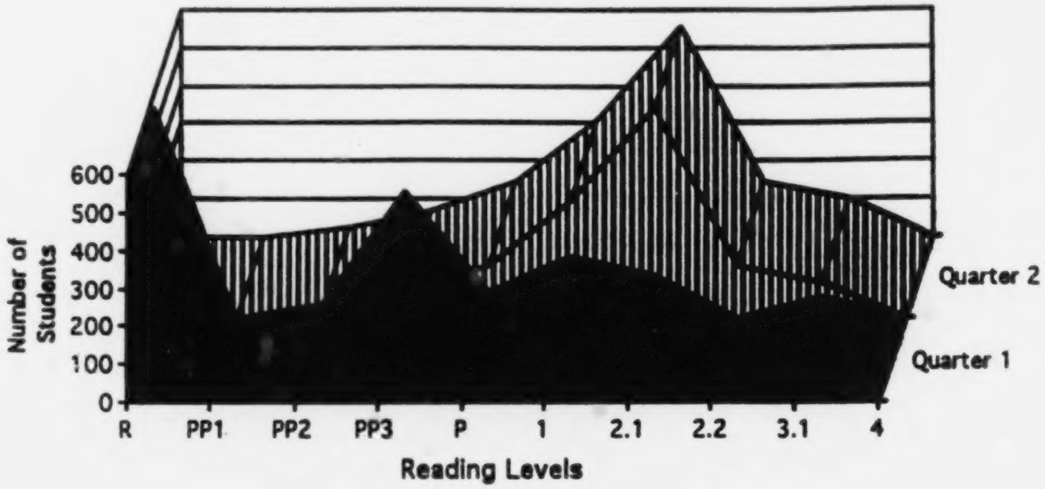


Grade 2

Students entering Grade 2 are expected to be reading at the 2.1 instructional level. As seen in Chart 8, of the 1363 students entering second-grade, 120 (9%) were receiving instruction at the expected level, 1181 (87%) were below level, while 62 (4%) were above level. At the end of the second quarter, 557 (41%) of the Grade 2 students were reading at level, 552 (41%) were reading below level, while 245 (18%) were reading above level.

Chart 8: Grade 2 Reading Levels
First and Second Quarter 1994-95

N= 1363/1354



Grade 3

Students entering Grade 3 are expected to be reading at the $3^1$ instructional level. As seen in Chart 9, of the 1188 Alliance students entering third grade, 358 (30%) were reading on level, 820 (69%) were reading below, while 10(1%) were reading above level. By the end of the second quarter, 617 (52%) students were reading on level, 491 (41%) students were reading below level, while 83 (7%) were reading above level.

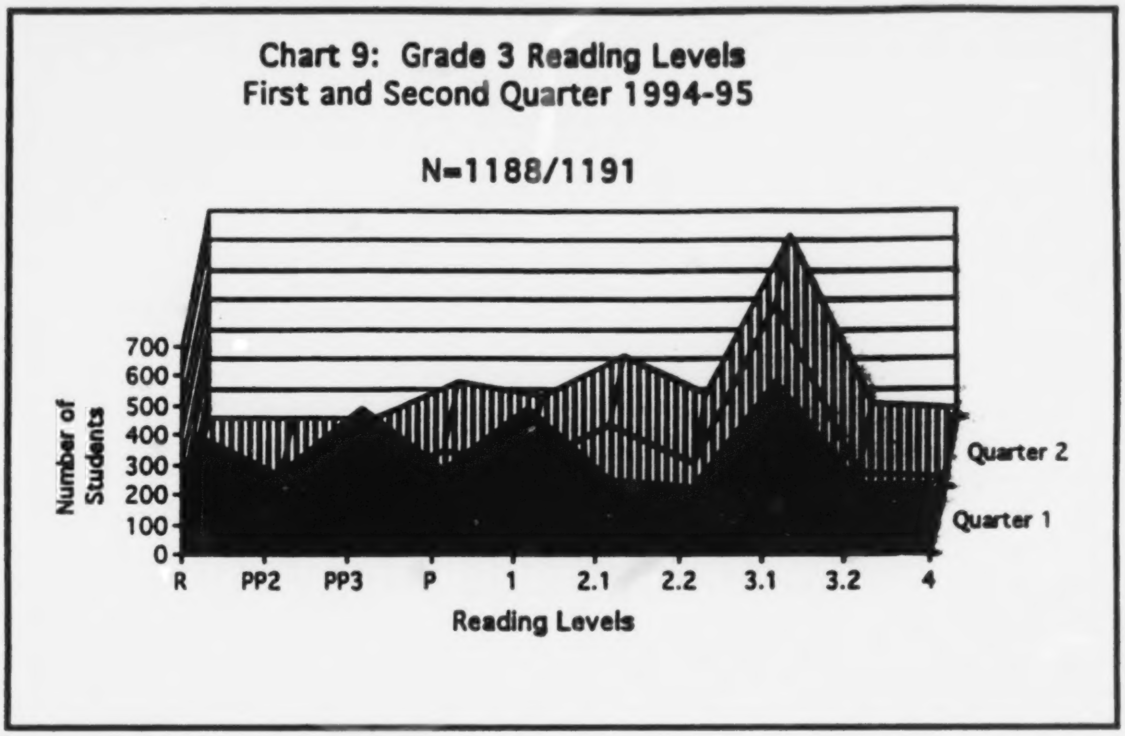


Chart 9: Grade 3 Reading Levels
First and Second Quarter 1994-95

N=1188/1191

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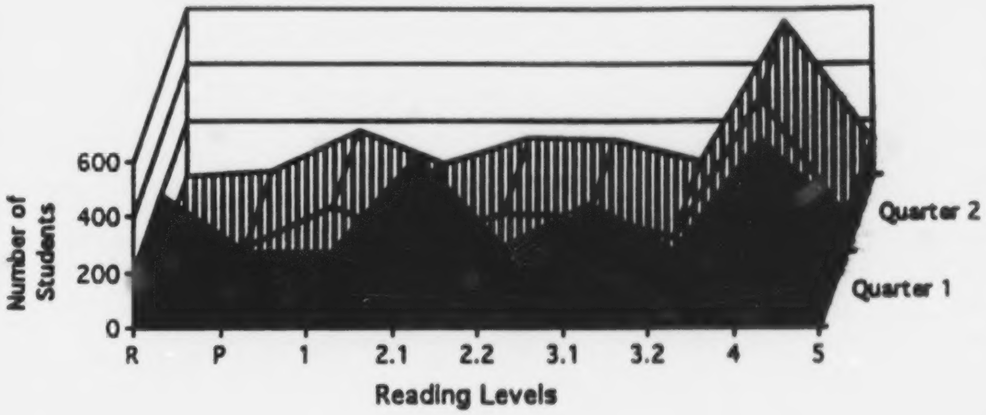
Grade 4

Fourth grade students are expected to be reading at the 4th grade instructional reading level. As seen on Chart 10, of the 1258 Alliance students entering the fourth grade, 401 (32%) of the students received instruction on the fourth grade level, 738 (59%) were reading below level, while 119 (9%) were reading above level. At the end of the second quarter, 560 (46%) students were reading on level, 543 (44%) continued below level, while 119 (10%) were reading above level.

Chart 10: Grade 4 Reading Level
First and Second Quarter

N=1258/1222



Grade 5

Students entering the fifth grade are expected to be at the 5th grade instructional level. As seen on **Chart 11**, of the 1079 students entering fifth grade, 472 (44%) entered at the appropriate level, 595 (55%) were reading below level, while 12 (1%) students were reading above level. At the end of the second quarter, 730 (70%) of the students were reading on level, 306 (29%) were reading below level, while 12 (1%) students remained above in reading level.

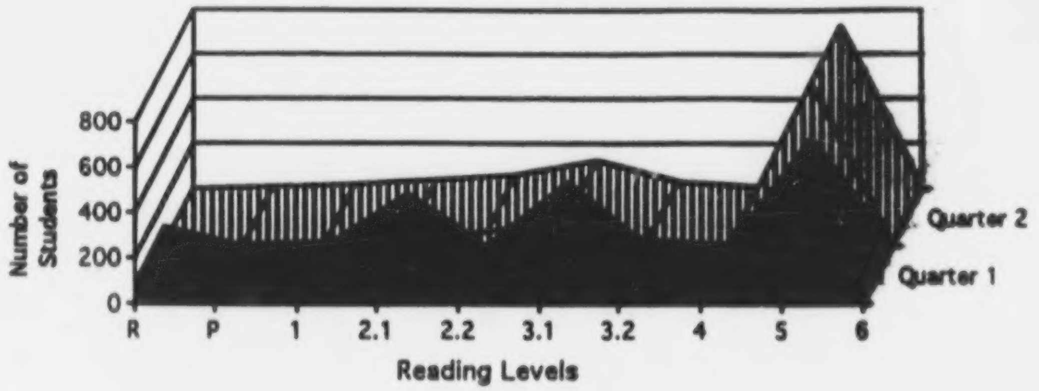


**Chart 11: Grade 5 Reading Level**
**First and Second Quarter 1994-95**

**N=1079/1048**

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**Behavior Management**

Chart 12 compares enrollment and the number of referrals the first and second quarter 1993-94, before the Alliance was in place, to the first semester 1994-95 for the same ten schools. There is a 29% reduction in office referrals even though the schoolwide management piece has not yet been implemented.

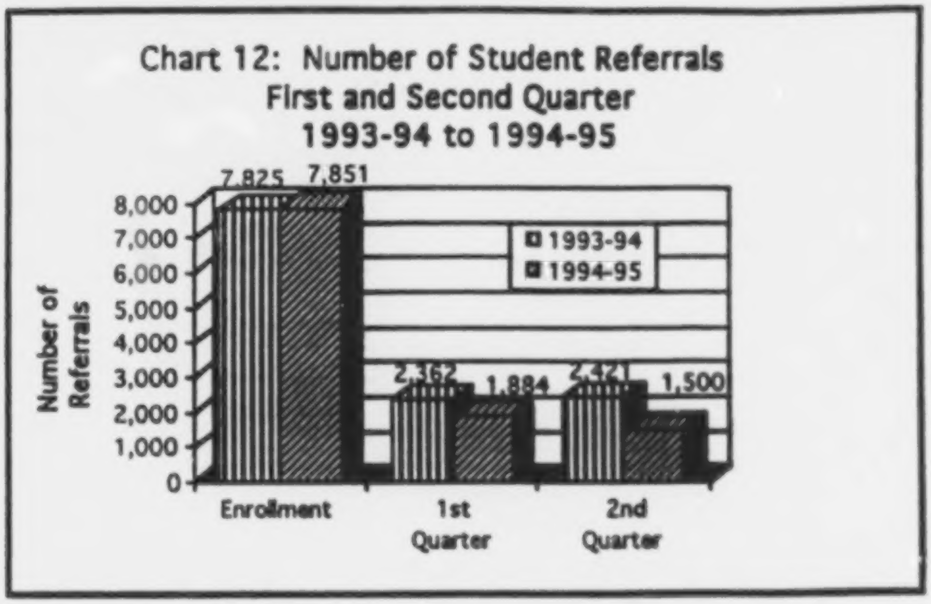
Chart 12: Number of Student Referrals
First and Second Quarter
1993-94 to 1994-95

## Survey Results

**Teacher Demographics**

A five point Likert scale survey was used to assess teachers' attitudes regarding various components provided through the Alliance. The five page survey included demographic and other relevant information such as information regarding the Alliance, teachers, degree of utilization, support, training, reading, and classroom management. Of the 150 teachers surveyed, 137 returned completed surveys for a response rate of 91%.

Of the 137 teachers replying to the survey, 29 (21%) have taught over 16 years, 20 (15%) 11 to 15 years, 26 (19%) have taught 6 to 10 years, 43 (31%) 2 to 5 years, while 19 (14%) have taught one year or less. Responding teachers came from a relatively even distribution of grade levels with 26 (19%) teaching Grade One, 26.5 (19%) teachers teaching Grade Two, 30.5 (22%) teachers Grade Three, 26.5 (19%) teaching Grade Four, and 26.5 (19%) teachers teaching Grade Five. One teacher responded that she taught students identified with specific learning disability (SLD).

**Teacher Involvement and Satisfaction**

Of the surveyed teachers, 96 (70%) reported they were *very involved* with the Alliance, 28 (20%) indicated they were *moderately* involved, while 12

(9%) reported *limited* involvement. One teacher reported he/she was not involved with the Alliance. According to 90 (66%) of the teachers, involvement with the Alliance has improved their effectiveness, 61 (45%) indicate they have become a better teacher, 44 (32%) state the Alliance has increased job satisfaction and 10 (7%) indicated the Alliance had helped them decide their goals. Sixteen (11%) teachers indicated that the Alliance has not made a difference to them.

In response to a question detailing possible changes in the Alliance, 49 (36%) of the teachers indicated that no change was necessary in any of the Alliance components. A third (45) of the teachers responded to the questions by indicating a change was needed in the curriculum materials (many indicated that an Alliance mathematics component needed to be added to the curriculum), 23 (17%) indicated a change was needed in the in-service training, while 14 (10%) reported a change was needed in goals or expectations.

**Utilization**

One hundred thirty-two (96%) of the Alliance teachers reported using Alliance materials in their classrooms. One hundred seventeen (85%) teachers indicated that the Alliance experience was challenging for them. One hundred fifteen (84%) teachers indicated they are using Alliance strategies and 118 (86%) Alliance techniques that are new to them this year, while 111 (81%) indicated that the Alliance program has improved and expanded their teaching skills. One hundred fifteen (84%) of the teachers surveyed indicated that they would recommend the Alliance to other schools and teachers.

**Support**

One hundred twenty-one (88%) of the Alliance teachers surveyed indicated that they received sufficient support through the Alliance. One hundred thirteen (82%) of the teachers indicated that their peers were supportive of the Alliance goals, while 132 (96%) indicated that their school's administration has supported Alliance initiatives. One hundred six (77%) reported that needed materials were available to them. One hundred twenty-four (91%) teachers indicated that they understood what they were trying to achieve through the Alliance.

**Training**

One hundred nineteen (87%) of the teachers indicated that demonstration teaching by the Alliance coaches was useful, 85 (62%) indicated that demonstration teaching by other teachers helped them to understand Alliance concepts, 41 (30%) reported that classroom visits to other Alliance schools were helpful but 93 (68%) indicated they were undecided or that no visits had been made.

One hundred twenty-one (88%) of the surveyed teachers indicated that adequate training had been provided through the Alliance, 122 (89%) believed the quality of the in-service training was good, while 120 (88%) indicated that Alliance trainers had effectively modeled effective teaching skills. One hundred twenty-two (89%) of the teachers indicated that there was someone to call if they needed additional assistance with Alliance materials or concepts.

**Reading**

One hundred twenty-five (91%) Alliance teachers reported their students enjoyed reading this year. One hundred twenty-four (91%) reported that the materials they are using helped students read and 118 (86%) reported that because of the strategies and techniques used by the Alliance their students were reading more this year. Seventy-two (53%) of the teachers reported that their students were reading more at home.

**Classroom Management**

Although training on behavior management has not yet been implemented, 132 (96%) teachers indicated that their students know class rules and consequences and 129 (94%) teachers have classroom management plans this year. Ninety-two (67%) teachers report that they can do a better job of dealing with classroom management this year and 65 (47%) indicate that their students are better behaved than in previous years.

One hundred sixteen (85%) teachers surveyed indicate that they would choose to remain in an Alliance school. Seventy-five (55%) teachers report they would give the Alliance a grade of A, 39 (28%) would give the Alliance a B, 11 (8%) graded the Alliance a C, while 4 (3%) teachers gave the Alliance a grade of D.

Separating the surveys at the one school that operates DI in Grades 1 and 2 and the IDEAS program in Grades 3 through 5 illustrates discontent among staff. First and second grade teachers' responses were positive much like their colleagues from other Alliance schools employing Direct Instruction methods. However, teachers in grades 3 through 5 indicated dissatisfaction with the IDEAS program, indicating lower involvement, two-thirds indicated that the Alliance had not made a difference or had disrupted the teacher's ability to teach or assess student progress. All teachers involved in the IDEAS program indicated changes were needed and all rated the IDEAS model a C or lower.

## Discussion

The Alliance of Quality S[illegible]ols is a research-based, le[illegible]r-verified, academic [illegible]d behavioral intervention [illegible]el involving reading, sp[illegible]g, writing (language arts), [illegible]nd mathematics. The program is designed as a discipline or Educational Alternative Program that provides coordination and support to students and includes the fostering of academic success as well as positive social skills, self-esteem and attitudes towards school.

Staff appears to have successfully implemented training and support to Alliance staff and the Alliance reading, writing, and spelling components into the curriculum. In addition to these areas continuing, the implementation of the Systems-Impact Videodisc Math and Science programs, and the behavior component is to be implemented during the next school year.

The majority of Alliance teachers report that they have received sufficient in-service training and that the training was of high quality. Likewise, teachers indicate that they have had sufficient support through the Alliance and administration.

Teacher morale appeared to be the most noticeable outcome in Alliance schools. Teachers stopped the evaluator in the hall to provide unsolicited remarks regarding their pleasure with the program. Teachers indicated that they were finding teaching "fun again" and were delighted to be part of a program that really benefited children. All the teachers questioned without exception indicated that the Alliance program teaches all children to read, even those former non-readers. Staff appeared excited about the program and were eager to show off their students' ability to read.

Observation of classroom students found students to be on task and well behaved. Some classes included a teacher, teacher assistant and an intern. This method allowed for attention to three small groups.

Discipline did not seem to be a problem in any of the classrooms and many staff members indicated that students were concerned if made to miss their reading class. Although the behavior component of the Alliance has not yet been initiated, staff has documented a 29% decrease in student office referrals.

The integration of the academic, behavioral, and parental component is an area in need of more coordination. More work needs to be done to blend the needs and to establish accountability of the three departments involved. Although the data collection process has been initiated, meaningful results cannot be complied until the end of the program year.

One area of conflict within the Alliance program is the IDEAS component. This component was implemented at one school only in Grades 3 through 5. Staff indicated that the program interfered with their ability to teach. The IDEAS outside consultant indicates that the teachers have received appropriate training and are making appropriate progress in terms of the number of science units covered. However, no documentation nor measures of student progress were provided.

### Recommendations

1. Reassess the feasibility of the IDEAS component. Discussion will center on continuing a model that has not been positively received by staff. Appropriate documentation of student progress is an expectation.

2. Readdress the parent component. The effectiveness of the model has not yet been measured. Coordination and documentation are issues that need to be addressed.

3. Ensure that teachers are proficient in the content and methodology of Alliance mathematics or science before implementation.

4. Strengthen documentation in the area of feedback and recognition to Alliance staff.

### Resources

Abt Associates. (1977). Education as experimentation: A planning variation model. (Vol. IV). Cambridge, MA.

Braaten, S.R., Kauffman, J.M., Braaten, B., Polsgrove, L., & Nelson C.M. (1988). The regular education initiative: Patent medicine for behavior disorders. Exceptional Children, 55(5), 21-27.

Carnine, D. (1994). A quality assurance process for improving teaching and learning. National Center to improve the tools of educators. University of Oregon, Eugene, OR.

Colvin, G. (1991). U.S. Office of Education Federal Grant. Washington, D.C.

Colvin, G. (1994). Procedures for establishing a proactive schoolwide discipline plan. University of Oregon, U.S. Department of Education.

Davis, W.E. (1989). The regular education debate: Its promises and problems. Exceptional Children, 55(5), 440-446.

Educational Research Service. (1995). The Nation's best schools: Blueprint for excellence. Volume 1. Lancaster, PA: Technomic Publishing.

Guskey, T. (1986). Staff development and the process of teacher change. Educational Researcher, 1(5), 5-12.

Haney, W. (1977). *Re-analysis of follow through parent and teacher data.* Boston: Huron Institute.

Smylie, M.A. (1988). The enhancement function of staff development: Organizational and psychological antecedents to individual teacher change. *American educational research journal, 25,* 1-30.

## Appendix A

- **Reading Mastery I (RM I)**–Reading Mastery I is the first level of SRA's direct instruction reading program for Grades 1 through 6. The program provides the careful instruction that is needed to teach initial skills.

- Reading Mastery I teaches basic decoding and comprehension skills. The students learn how to read words, sentences, and stories, both aloud and silently. The students answer literal comprehension questions about their readings. *First grade level.*

- **Reading Mastery II (RM II)**–Reading Mastery II is the second level of SRA's direct instruction reading series for Grades 1 through 6. The Reading Mastery program controls all aspects of reading development through the direct teaching of every skill needed for decoding and comprehension. Extensive practice reinforces all skills and strategies.

  Reading Mastery II expands basic reading skills. The students learn strategies for decoding difficult words and for answering interpretive comprehension questions. The program also teaches basic reasoning skills, such as applying rules and completing deductions. *Second grade level.*

- **Reading Mastery: Fast Cycle (RM FC)**–Fast Cycle is a Reading Mastery program that teaches all the basic word-attack and comprehension skills covered in Reading Mastery I and II, but at a faster pace with less repetition and drill. The first 80 lessons are called Fast Cycle I. These lessons present all the materials taught in Reading Mastery I. The last 90 lessons are Fast Cycle II. They present the material taught in Reading Mastery II. *First grade entry–entry third grade level at the end of the program.*

- **Reading Mastery III (RM III)**–Reading Mastery III contains daily lessons that emphasize reasoning and reference skills. Students in the program learn how to apply rules in a wide variety of contexts and how to interpret maps, graphs, and time lines. The program also introduces a number of complex sentence forms and a range of vocabulary activities. The daily reading selections include realistic fiction, fantasy, and factual articles.

- **Reading Mastery IV (RM IV)**–Reading Mastery IV contains daily lessons that emphasize problem-solving skills and reading in the content areas. Students in the program evaluate problems and solutions, learn facts about the world, and complete research projects. Many of the daily reading selections incorporate facts from science and social studies.

- **Reading Mastery V (RM V)**–Reading Mastery V contains daily lessons that emphasize literary analysis and extended writing. Students in the program read a wide range of classic and modern fiction and prose, including two full-length novels, and they learn how to analyze characters, settings, plots, and themes. The daily writing assignments focus on the meaning of literature and encourage students to think critically. Other program activities include making outlines, inferring word meaning from context, and interpreting reference materials.

- **Reading Mastery VI (RM VI)**–Reading Mastery IV contains daily lessons that focus on literary language, reasoning strategies, and extended writing. The reading selections include novels, short stories, poems, factual articles, biographies, and plays. Students in the program learn how to interpret complex sentence forms, figurative language, and literary irony; they also learn how to identify contradictions, and rebut faulty logic. In addition, students write complete paragraphs on issues related to the reading selections, as well as short stories and poems of their own.

- **Corrective Reading (CR)**–Corrective Reading programs are designed to help a wide range of students in Grades three through twelve. These programs use the highly successful direct instruction approach to maximize success for students with decoding/comprehension skills.

- **Decoding A (CR DA)**–Emphasizes basic reading skills: sounds, rhyming, pronunciations, sounding out, word reading, sentence reading, story reading, rate building, and workbook applications. *Grade level: PP–1.8.*

- **Decoding B1 (CR DB1)**–Emphasizes pronunciation, critical letter and word discriminations, letter combinations, word reading, accurate story reading comprehension questions, rate building, and workbook applications. *Grade level: 2.0–3.4.*

- **Decoding B2 (CR DB2)**–Emphasizes pronunciation, letter combination, word reading, accurate story reading, comprehension questions, rate building, and workbook applications. *Grade level: 3.5–5.0.*

## Update Purposes

The update is designed to address the following major purposes:

- To document the implementation of concepts addressed in the Alliance of Quality School program
- To determine activities and aspects of the program that need to be strengthened.

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## Appendix B
## IMPLEMENTATION

| | |
|---|---|
| **I. LEADERSHIP LEARNING** | |
| **Expectation** | **Status** |
| Staff trained in curriculum core programs – | Reading, writing, and Spelling Completed. Math begins 9-95 |
| Administrative/support staff visit daily to assist staff and demonstrate program support | Partial documentation is provided |
| Feedback and recognition to staff regarding implementation | Memo from Deputy Superintendent dated 2-27-95 |
| Discussion of implementation at faculty meetings | Documentation provided for Riverland & Westwood Elem. |
| **II. ADULT LEARNING** | |
| Staff attends summer development institute. | **Completed.** Documentation provided |
| 5 days of staff development follow-up provided based upon need | **Completed.** Documentation provided |
| A "Building Team" developed to facilitate in-house coaching model | Will be available in April 1995 |
| A school-by-school report by grade level of the pre/post Silvaroli (IRI) | Completed October 1994 |
| A school-by-school report detailing achievement levels on SAT, Florida Writes (4th), and pre/post levels of writing (Expressive Writing Placement Test) comparing 1993-94 to 1994-95 | The 1994 results are available. Results for 1995 not available until June 1995 |
| **III. DIAGNOSIS AND ACCOUNTABILITY** | |
| Students tested for placement using IRI | Completed October 1994 |
| D.I. placement test for below grade level | Completed October 1994 |
| Progress recorded for each D.I. program | Completed and ongoing |
| **IV. MANAGING STUDENT BEHAVIOR** | |
| Staff complete the schoolwide management survey | To be given in April 1995 |
| Student office referrals tracked using data-base. | **Completed** on a monthly basis. Reports are printed monthly |
| Interventions designed for students with 3 or more behavior referrals | Will begin in April 1995 |
| **IV. Immersion in Reading Writing, Mathematics & Science** | |
| 1st graders tested. RM1/FC instruction | Completed September/October 1994 |
| IRI administered to Grades 2-5 | Completed September/October 1994 |
| D.I. placement admin. based upon need | Completed September/October 1994 |
| Feedback to staff 4 times annually | Insufficient Documentation |
| Classroom libraries purchased and an accountability measure designed for each school by January 1995 | Will be done by April 1995 |

## THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
## DEPARTMENT OF RESEARCH AND EVALUATION

### Teacher Survey: Alliance of Quality Schools (1994-95)

**Response Rate: 11/15**

Broward County Public Schools staff is conducting a review of the Alliance of Quality Schools. Your cooperation in completing the following survey is requested. As your input is very important to us, thank you in advance for your time and cooperation.

**Directions:** Please check (√) all responses that apply for each item.

---

### A. Information About You.

1. At which school do you teach? Martin Luther King Elementary

2. I have been teaching

0 a. 1 year or less
4 (36%) b. 2 to 5 years
2 (18%) c. 6 to 10 years
1 (9%) d. 11 to 15 years
4 (36%) e. over 16 years
0 f. do not teach

3. I currently teach

2 (18%) a. 1st Grade
3 (27%) b. 2nd Grade
3 (27%) c. 3rd Grade
2 (18%) d. 4th Grade
1 (9%) e. 5th Grade
0 f. Other (list)____________

4. My involvement with the Alliance has been

0 a. limited.
3 (27%) b. moderate.
8 (73%) c. very involved.
0 d. not involved with the Alliance.
0 e. other (explain)____________

### B. Information about the Alliance

5. Have you had a problem with or questions about the Alliance concepts or materials?

2 (18%) Yes 9 (82%) No

If yes, Did you contact someone and if so, who? Mrs. Lyons

6. My involvement with the Alliance has helped me to

7 (64%) a. improve my effectiveness.
4 (36%) b. become a better teacher.
2 (18%) c. The Alliance has not made a difference to me.
1 (9%) d. decide on my goals.
3 (27%) e. increase job satisfaction.
0 f. Other (Please explain).

7. If I could change or add to some aspect of the Alliance, it would be

2 (18%) a. Alliance curriculum materials. How?
  - Add more "comprehension" stories and questions
  - More material to reinforce skills related to concepts taught immediately

3 (27%) b. Alliance inservice training. How?
  - More in-between when questions begin after implementing program
  - Reading comprehension strategies must be taught to all teachers, and supplemented with this reading program
  - More student involvement

1 (9%) c. Alliance goals. How?
  - Interest parents to become involved to help non-motivated pupils

2 (18%) d. Alliance expectations. How?
  - These "expectations" have never been clearly outlined as far as what each child should be by a certain time period
  - More meaningful through parent involvement

4 (36%) e. Math curriculum. How?
  - Change the mathematics books
  - Don't have any math material
  - A new math series
  - I look forward to teaching the math program. I have not seen it yet

3 (27%) f. I would not change anything.

---

**Directions:** Please indicate how much you agree or disagree with each statement by checking (√) one response for each item using the key below.

| | |
|---|---|
| **SA** | **Strongly Agree** |
| **A** | **Agree** |
| **U** | **Unsure/Does not Apply** |
| **D** | **Disagree** |
| **SD** | **Strongly Disagree** |

**Please check (√) one response for each item.**

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| **Utilization** | | | | | | |
| 8. This year I am using strategies that are new to me. | 5<br>(46%) | 4<br>(36%) | 0 | 1<br>(9%) | 1<br>(9%) | 0 |
| 9. This year I am using techniques that are new to me. | 5<br>(46%) | 4<br>(36%) | 0 | 2<br>(18%) | 0 | 0 |
| 10. I use the Alliance materials in my class. | 9<br>(82%) | 2<br>(18%) | 0 | 0 | 0 | 0 |
| 11. The Alliance is a challenging experience. | 6<br>(55%) | 3<br>(27%) | 0 | 1<br>(9%) | 1<br>(9%) | 0 |
| 12. The Alliance Program has improved and expanded my teaching skills. | 4<br>(36%) | 6<br>(55%) | 0 | 0 | 1<br>(9%) | 0 |

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| 13. I would recommend the Alliance to other schools and teachers. | 6<br>(55%) | 4<br>(36%) | 0 | 0 | 0 | 1<br>(9%) |
| **Support** | | | | | | |
| 14. My peers are supportive of Alliance goals. | 5<br>(46%) | 4<br>(36%) | 1<br>(9%) | 1<br>(9%) | 0 | 0 |
| 15. Needed materials are available. | 5<br>(46%) | 3<br>(27%) | 1<br>(9%) | 1<br>(9%) | 1<br>(9%) | 0 |
| 16. My school's administration has supported Alliance initiatives. | 9<br>(82%) | 2<br>(18%) | 0 | 0 | 0 | 0 |
| 17. I have received sufficient support through the Alliance. | 6<br>(55%) | 4<br>(36%) | 0 | 1<br>(9%) | 0 | 0 |
| **Training** | | | | | | |
| 18. Classroom visits to other Alliance schools were helpful. | 0 | 2<br>(18%) | 7<br>(64%) | 0 | 0 | 2<br>(18%) |
| 19. I understand what I am trying to achieve through the Alliance. | 6<br>(55%) | 4<br>(36%) | 0 | 0 | 0 | 1<br>(9%) |
| 20. Demonstration teaching by Alliance coaches was useful. | 5<br>(46%) | 6<br>(55%) | 0 | 0 | 0 | 0 |
| 21. Demonstration teaching by other teachers helped me to understand Alliance concepts. | 3<br>(27%) | 6<br>(55%) | 2<br>(18%) | 0 | 0 | 0 |
| 22. I have been provided adequate training. | 4<br>(36%) | 7<br>(64%) | 0 | 0 | 0 | 0 |
| 23. I believe the quality of in-service training is good. | 5<br>(46%) | 6<br>(55%) | 0 | 0 | 0 | 0 |
| 24. Alliance trainers have effectively modeled effective teaching skills. | 4<br>(36%) | 7<br>(64%) | 0 | 0 | 0 | 0 |
| 25. There is someone to call if I need additional assistance with Alliance materials or concepts. | 3<br>(27%) | 8<br>(73%) | 0 | 0 | 0 | 0 |
| **Reading** | | | | | | |
| 26. My students enjoy reading this year. | 6<br>(55%) | 5<br>(46%) | 0 | 0 | 0 | 0 |
| 27. The materials I am using this year help my students read. | 4<br>(36%) | 7<br>(64%) | 0 | 0 | 0 | 0 |

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| 28. Because of the strategies and techniques I use my students are reading more this year. | 5<br>(46%) | 5<br>(46%) | 0 | 1<br>(9%) | 0 | 0 |
| 29. My students are reading more at home. | 5<br>(46%) | 4<br>(36%) | 2<br>(18%) | 0 | 0 | 0 |
| Classroom Management | | | | | | |
| 30. I have a classroom management plan this year. | 4<br>(36%) | 7<br>(64%) | 0 | 0 | 0 | 0 |
| 31. This year I can do a better job of dealing with classroom management. | 4<br>(36%) | 4<br>(36%) | 2<br>(18%) | 0 | 0 | 1<br>(9%) |
| 32. My students know class rules and consequences. | 5<br>(46%) | 6<br>(55%) | 0 | 0 | 0 | 0 |
| 33. My students are better behaved than in previous years. | 1<br>(9%) | 6<br>(55%) | 2<br>(18%) | 1<br>(9%) | 1<br>(9%) | 0 |

34. As a teacher, what changes have you made because of your participation in the Alliance?

- As a teacher in third grade this year I have had to change my teaching techniques as well as my materials. However I think that it is a change for the best. It is really helping the children
- Whole group response and signals
- Provide more daily reading and spelling guided applications for student; focused attention on particular skills needed to increase student's reading levels
- Being a Reading Specialist, the concept of this program is very much like the reading program I have been involved. There needs to be more interaction from teachers and more input
- I enjoy teaching reading more now than in the past
- I do much more direct instruction this year. I have found myself doing my math in the same format of direct instruction
- I put more emphasis on phonics. I use a different approach to teaching direct instruction. I spend more time on reading and math (most of the day). I need an extra hour
- I made sure each lesson and activity started and ended on time

35. If I had a choice, I would remain in an Alliance school.

9 (82%) Yes 1 (9%) No 1 (9%) NR

- There is a lot of pressure. Also the children are moving so fast that they do not really know the vocabulary works and are pushed on to the next story or level
- I have seen such progress in my students, I feel like I was an important vehicle in their success
- I enjoy teaching at this school and I like the challenge my students give me

- I love the program and see changes in the children's reading and language arts skills
- The program is good; those teachers without skills and training in reading can utilize on this program
- I like Martin Luther King. I think the Alliance concepts are workable at this school.
- Because, I have teachers calling me from various schools searching for a reading program that really shows results. They are frustrated with Whole Language programs that do not teach all children to read

36. If you were to give a grade to the Alliance, what grade would you give?

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 4 | (36%) | A | 1 | (9%) | C | 0 | | F |
| 5 | (46%) | B | 0 | | D | 1 | (9%) | N/R |

37. Do you have any comments or is there anything you would like us to consider as we evaluate The Alliance of Quality Schools program?

- I think that this is a program that would benefit other schools. Other schools should consider becoming part of the alliance
- Please group children better in the classroom so we can teach reading to our own children that we are responsible for
- The only improvement is SRA kits - comprehension is the key to success on standardized tests. These strategies must be taught from the beginning of this program. After one year, the test scores may not show any changes, but after 2 or 3, if classroom libraries, and SRA kits are being utilized, improvement will be documented. The teacher's involvement and belief in this program are crucial
- Teachers should visit classrooms in and out of their schools and share with the administration concepts about how the program can be better effective
- My non-readers are now reading on grade level and they are feeling good and so am I. I really liked and was impressed with expressive writing. It has helped my students become much better writers. It is a very good program
- I think that Alliance schools should continue the program through the Summer Term. I think that teachers should be randomly observed unannounced, to make sure that they are teaching the curriculum

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## THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
## DEPARTMENT OF RESEARCH AND EVALUATION

### Teacher Survey: Alliance of Quality Schools (1994-95)

**Response Rate:** 15/15

> Broward County Public Schools staff is conducting a review of the Alliance of Quality Schools. Your cooperation in completing the following survey is requested. As your input is very important to us, thank you in advance for your time and cooperation.

**Directions:** Please check (√) all responses that apply for each item.

---

### A. Information About You.

1. At which school do you teach? Larkdale Elementary

2. I have been teaching

| | | | | | |
|---|---|---|---|---|---|
| 3 | (20%) | a. 1 year or less | 2 | (13%) | d. 11 to 15 years |
| 5 | (33%) | b. 2 to 5 years | 2 | (13%) | e. over 15 years |
| 3 | (20%) | c. 6 to 10 years | 0 | | f. do not teach |

3. I currently teach

| | | | | | |
|---|---|---|---|---|---|
| 3 | (20%) | a. 1st Grade | 3 | (20%) | d. 4th Grade |
| 2.5 | (17%) | b. 2nd Grade | 3 | (20%) | e. 5th Grade |
| 3.5 | (23%) | c. 3rd Grade | 0 | | f. Other (list) |

4. My involvement with the Alliance has been

| | | | | |
|---|---|---|---|---|
| 2 | (13%) | a. limited. | 0 | d. not involved with the Alliance. |
| 4 | (27%) | b. moderate. | 0 | e. other (explain) |
| 9 | (60%) | c. very involved. | | |

### B. Information about the Alliance

5. Have you had a problem with or questions about the Alliance concepts or materials?

4 (27%) Yes 11 (73%) No

If yes, Did you contact someone and if so, who? Littlefield/Coach (2)

6. My involvement with the Alliance has helped me to

| | | |
|---|---|---|
| 14 | (93%) | a. improve my effectiveness. |
| 11 | (73%) | b. become a better teacher. |
| 0 | | c. The Alliance has not made a difference to me. |
| 5 | (33%) | d. decide on my goals. |
| 5 | (33%) | e. increase job satisfaction. |
| 2 | (13%) | f. Other (Please explain). |

- Improve student comprehension
- Help students to succeed at reading
- Behavior problems continue to inhibit learning
- Quicker results in student progress

7. If I could change or add to some aspect of the Alliance, it would be

5 (33%) a. Alliance curriculum materials. How?
- Different follow-up for skill building in different modes (i.e., listening)
- Availability, more choices for other kinds of children
- I would hope Alliance material would be in all schools
- That we have the materials when we need them
- More supplemental materials for independent work

6 (40%) b. Alliance inservice training. How?
- We haven't had inservice this year and we need it for math and reasonings writing and behavior
- Discipline team (i.e., clip needed)
- More practice with evaluation
- I would have continuous training
- I've not had any
- Coach comes in to classroom and models for teacher that has been inserviced

2 (13%) c. Alliance goals. How?
- Let the program work as designed, stop rushing
- To set the highest standards for students to reach
- What is the overall objective of each subject area and what will be used to obtain it

3 (20%) d. Alliance expectations. How?
- Keep expectations high
- More emphasis on delivering a quality program than immediate test scores
- That all pupils would read and write well

7 (47%) e. Math curriculum. How?
- We need to address children at different levels of ability
- More choices for other kinds of children
- Addison Wesley is unacceptable
- Children are at times bored with the pace
- Needs to be uniform and consistent. Too much creativity not enough drill, practice and mastery in primary grades
- Do not know because we did not implement
- Want to use. Now using County adopted book

5 (33%) f. I would not change anything.

---

**Directions:** Please indicate how much you agree or disagree with each statement by checking (√) one response for each item using the key below.

SA Strongly Agree
A Agree
U Unsure/Does not Apply
D Disagree
SD Strongly Disagree

**Please check (√) one response for each item.**

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| **Utilization** | | | | | | |
| 8. This year I am using strategies that are new to me. | 7<br>(47%) | 5<br>(33%) | 0 | 3<br>(20%) | 0 | 0 |

| | | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|---|
| 9. | This year I am using techniques that are new to me. | 6<br>(40%) | 5<br>(33%) | 0 | 3<br>(20%) | 0 | 1<br>(6%) |
| 10. | I use the Alliance materials in my class. | 12<br>(80%) | 3<br>(20%) | 0 | 0 | 0 | 0 |
| 11. | The Alliance is a challenging experience. | 7<br>(47%) | 7<br>(47%) | 1<br>(6%) | 0 | 0 | 0 |
| 12. | The Alliance Program has improved and expanded my teaching skills. | 8<br>(53%) | 4<br>(27%) | 2<br>(13%) | 1<br>(6%) | 0 | 0 |
| 13. | I would recommend the Alliance to other schools and teachers. | 9<br>(60%) | 4<br>(27%) | 2<br>(13%) | 0 | 0 | 0 |
| **Support** | | | | | | | |
| 14. | My peers are supportive of Alliance goals. | 8<br>(53%) | 5<br>(33%) | 2<br>(13%) | 0 | 0 | 0 |
| 15. | Needed materials are available. | 5<br>(33%) | 6<br>(40%) | 0 | 4<br>(27%) | 0 | 0 |
| 16. | My school's administration has supported Alliance initiatives. | 11<br>(73%) | 4<br>(27%) | 0 | 0 | 0 | 0 |
| 17. | I have received sufficient support through the Alliance. | 9<br>(60%) | 4<br>(27%) | 2<br>(13%) | 0 | 0 | 0 |
| **Training** | | | | | | | |
| 18. | Classroom visits to other Alliance schools were helpful. | 3<br>(20%) | 2<br>(13%) | 8<br>(53%) | 1<br>(6%) | 0 | 1<br>(6%) |
| 19. | I understand what I am trying to achieve through the Alliance. | 10<br>(67%) | 3<br>(20%) | 2<br>(13%) | 0 | 0 | 0 |
| 20. | Demonstration teaching by Alliance coaches was useful. | 7<br>(47%) | 5<br>(33%) | 3<br>(20%) | 0 | 0 | 0 |
| 21. | Demonstration teaching by other teachers helped me to understand Alliance concepts. | 5<br>(33%) | 4<br>(27%) | 4<br>(27%) | 1<br>(6%) | 0 | 1<br>(6%) |
| 22. | I have been provided adequate training. | 6<br>(40%) | 6<br>(40%) | 2<br>(13%) | 1<br>(6%) | 0 | 0 |
| 23. | I believe the quality of in-service training is good. | 7<br>(47%) | 6<br>(40%) | 1<br>(6%) | 1<br>(6%) | 0 | 0 |
| 24. | Alliance trainers have effectively modeled effective teaching skills. | 7<br>(47%) | 5<br>(33%) | 1<br>(6%) | 2<br>(13%) | 0 | 0 |

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| 25. There is someone to call if I need additional assistance with Alliance materials or concepts. | 10<br>(67%) | 4<br>(27%) | 1<br>(6%) | 0 | 0 | 0 |
| **Reading** | | | | | | |
| 26. My students enjoy reading this year. | 11<br>(73%) | 4<br>(27%) | 0 | 0 | 0 | 0 |
| 27. The materials I am using this year help my students read. | 12<br>(80%) | 2<br>(13%) | 1<br>(6%) | 0 | 0 | 0 |
| 28. Because of the strategies and techniques I use my students are reading more this year. | 11<br>(73%) | 2<br>(13%) | 2<br>(13%) | 0 | 0 | 0 |
| 29. My students are reading more at home. | 7<br>(47%) | 4<br>(27%) | 4<br>(27%) | 0 | 0 | 0 |
| **Classroom Management** | | | | | | |
| 30. I have a classroom management plan this year. | 10<br>(67%) | 5<br>(33%) | 0 | 0 | 0 | 0 |
| 31. This year I can do a better job of dealing with classroom management. | 6<br>(40%) | 4<br>(27%) | 2<br>(13%) | 0 | 3<br>(20%) | 0 |
| 32. My students know class rules and consequences. | 9<br>(60%) | 6<br>(40%) | 0 | 0 | 0 | 0 |
| 33. My students are better behaved than in previous years. | 5<br>(33%) | 3<br>(20%) | 4<br>(27%) | 1<br>(6%) | 2<br>(13%) | 0 |

34. As a teacher, what changes have you made because of your participation in the Alliance?

- I've become more consistent and structured in my presentation style in all subject areas due to my direct instruction training and practice
- I have taught the direct instruction reading program and have found it to be effective
- More structured teaching methods and better organization in planning
- I use the Alliance materials in my class. This year I am using materials and techniques that are new to me
- I have changed my method of teaching and the way I present my lesson
- I have a more positive interaction with my students. I am more organized. I feel better about myself as a teacher in control of my classroom
- As a teacher, I have used techniques, through the Alliance program, that have improved behaviors in the classroom
- Students have more independent time in the classroom. I'm more tolerant of choices students make in using their time
- I don't feel as creative because every student is scripted and doesn't allow for a lesson around a concept. We haven't the time for hands on projects. Time restraints and priorities leave no room for flexibility

- I have changed many of my teaching methods. I am amazed at the incredible difference this program is making in my students learning patterns. In addition to the vast improvement in Reading, there is also a vast improvement in their spelling and writing abilities
- Curriculum and scheduling changes prioritizing reading
- As a teacher I have spent more time reviewing my scripted lessons, grading workbooks, and reading individually with students. The Alliance program has expanded my knowledge and professionalism as well as my goal expectations. My high goal expectations have carried over to my class, therefore, this year has been outstanding and actually fun. I enjoy coming to work everyday

35. If I had a choice, I would remain in an Alliance school.

14 (93%) Yes 0 No 1 (6%) NR

- Of all the programs I've been associated with, direct instruction has been the most embraced by the students. They want to come for reading groups, practice language arts by writing stories and participate in spelling inter-class contests. It's nice to have happy students
- The children that are not on grade level are able to grow at a rate that allows them to "catch up" with the other students that are on grade level. The students that are on grade level are able to enhance their skills
- Because of the reading program
- It is a very structured program. Students know what is expected of them each day and are very successful. As a teacher, I do not have to second guess myself because of the scripted lessons
- It is a program that works
- Each program contains all the materials you need to learn the skills for reading, etc.
- Of course I would remain in an alliance school. There has been a drastic change. Students are learning and enjoying their success
- It has helped me as an effective teacher. My students are reading more and at higher levels. Their behavior is better and allows me to teach more and they learn more
- I have seen drastic improvement in learning as well as behavior for students
- More reading is taking place
- Because the results are evident and the students love the routine and presentation. I want to learn more about it and see the growth of students through various grades
- I would remain in an Alliance School because of the tremendous progress I have seen in my students. My students are so anxious to read now; before direct instruction they hoped I wouldn't call on them
- I like the program and believe it works with the children
- With a tested, researched and successful program I know it can work in my class. Students need a motivated teacher who is willing to do all the work and have a high tolerance level. The direct instruction program provides for this. It allows me to be totally positive in response to any answer. The support is wonderful and materials enjoyable

36. If you were to give a grade to the Alliance, what grade would you give?

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 6 | (40%) | A | 2 | (13%) | C | 0 | | F |
| 5 | (33%) | B | 0 | | D | 2 | (13%) | N/R |

37. Do you have any comments or is there anything you would like us to consider as we evaluate The Alliance of Quality Schools program?

- The students enjoy the consistent pace of the lessons that also provide plenty of practice, fun filled stories, and personal successes gained throughout the day
- Yes, it was brought to my attention that next year at our school the children may be tested and grouped according to abilities (such as high in one class; medium in one class; and all low students in one class). I don't agree with this and feel that we should not change our system since we are seeing children learning to read and write. I feel that a high student can enhance a lower performing student, i.e. the high functioning student sets examples for other students. I feel that since we are grouping according to ability for Math, Reading and English that the students should be placed heterogeneously in the other subjects
- Keep it going
- I would like to see every school in Broward County involved in the alliance program
- I am happy and proud to be a part of the Alliance schools. I'm glad my principal was involved and was open to change
- Skills for school success should help to provide continuity in written work and behavior
- I don't feel there is enough remediation because of time constraints. Ideally I would like a cap on class size. We also need more training for math and language and behavior. I liked clip
- I think the Alliance program is great. Hopefully this program will continue to that no student will fall between the cracks as they did so often in the past
- I really do like the reading program and think it is effective. It works - the children are learning. I just think we are expecting too much too soon. I do believe discipline should be a part of the program and training should be done throughout the year
- For so many years we as educators have taught students how to learn to read, but with the alliance program we area teaching students how to read to learn. I am actually teaching reading this year, not basic vocabulary. I can work in smaller groups and individually with students. With the timed readings, built in games, and success my students enjoy reading and can't wait to read daily. Knowing how to read permits me to teach at a different level and the students can use their reading skills to learn other subjects and follow directions by knowing how to read and comprehend

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## THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
## DEPARTMENT OF RESEARCH AND EVALUATION

### Teacher Survey: Alliance of Quality Schools (1994-95)

**Response Rate: 15/15**

Broward County Public Schools staff is conducting a review of the Alliance of Quality Schools. Your cooperation in completing the following survey is requested. As your input is very important to us, thank you in advance for your time and cooperation.

**Directions:** Please check (√) all responses that apply for each item.

---

### A. Information About You.

1. At which school do you teach? North Fork Elementary

2. I have been teaching

2 (13%) a. 1 year or less
4 (27%) b. 2 to 5 years
2 (13%) c. 6 to 10 years
2 (13%) d. 11 to 15 years
5 (33%) e. over 16 years
0 f. do not teach

3. I currently teach

3 (20%) a. 1st Grade
3 (20%) b. 2nd Grade
3 (20%) c. 3rd Grade
3 (20%) d. 4th Grade
3 (20%) e. 5th Grade
0 f. Other (list)

4. My involvement with the Alliance has been

1 (6%) a. limited.
2 (13%) b. moderate.
12 (80%) c. very involved.
0 d. not involved with the Alliance.
0 e. other (explain)

### B. Information about the Alliance

5. Have you had a problem with or questions about the Alliance concepts or materials?

2 (13%) Yes 13 (87%) No

If yes, Did you contact someone and if so, who? Littlefield

6. My involvement with the Alliance has helped me to

10 (67%) a. improve my effectiveness.
9 (60%) b. become a better teacher.
0 c. The Alliance has not made a difference to me.
0 d. decide on my goals.
9 (60%) e. increase job satisfaction.
3 (20%) f. Other (Please explain).

- Enjoy teaching reading for the first time in many years
- Reach children
- I love this program

7. If I could change or add to some aspect of the Alliance, it would be

2 (13%) a. Alliance curriculum materials. How?
  - Math
  - Adding reading homework including sounds

1 (6%) b. Alliance inservice training. How?
  - More discussion groups involving our school and other to brainstorm problems

0 c. Alliance goals. How?

0 d. Alliance expectations. How?

5 (33%) e. Math curriculum. How?
  - To be used in place of Addison Wesley
  - I would like to try a curriculum for the 5th grade level using this method
  - I would like to see direct instruction math so all subjects are direct instructed
  - Add direct instruction in Math
  - Use instead of the series we currently use

9 (60%) f. I would not change anything.

---

**Directions:** Please indicate how much you agree or disagree with each statement by checking (√) one response for each item using the key below.

| | |
|---|---|
| SA | Strongly Agree |
| A | Agree |
| U | Unsure/Does not Apply |
| D | Disagree |
| SD | Strongly Disagree |

**Please check (√) one response for each item.**

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| **Utilization** | | | | | | |
| 8. This year I am using strategies that are new to me. | 7<br>(47%) | 6<br>(40%) | 0 | 2<br>(13%) | 0 | 0 |
| 9. This year I am using techniques that are new to me. | 7<br>(47%) | 5<br>(33%) | 2<br>(13%) | 1<br>(6%) | 0 | 0 |
| 10. I use the Alliance materials in my class. | 13<br>(87%) | 2<br>(13%) | 0 | 0 | 0 | 0 |
| 11. The Alliance is a challenging experience. | 7<br>(47%) | 6<br>(40%) | 0 | 2<br>(13%) | 0 | 0 |
| 12. The Alliance Program has improved and expanded my teaching skills. | 8<br>(53%) | 5<br>(33%) | 1<br>(6%) | 1<br>(6%) | 0 | 0 |
| 13. I would recommend the Alliance to other schools and teachers. | 13<br>(87%) | 2<br>(13%) | 0 | 0 | 0 | 0 |

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| **Support** | | | | | | |
| 14. My peers are supportive of Alliance goals. | 11<br>(73%) | 4<br>(27%) | 0 | 0 | 0 | 0 |
| 15. Needed materials are available. | 10<br>(67%) | 3<br>(20%) | 1<br>(6%) | 1<br>(6%) | 0 | 0 |
| 16. My school's administration has supported Alliance initiatives. | 14<br>(93%) | 1<br>(6%) | 0 | 0 | 0 | 0 |
| 17. I have received sufficient support through the Alliance. | 14<br>(93%) | 1<br>(6%) | 0 | 0 | 0 | 0 |
| **Training** | | | | | | |
| 18. Classroom visits to other Alliance schools were helpful. | 3<br>(20%) | 1<br>(6%) | 10<br>(67%) | 0 | 0 | 1<br>(6%) |
| 19. I understand what I am trying to achieve through the Alliance. | 11<br>(73%) | 4<br>(27%) | 0 | 0 | 0 | 0 |
| 20. Demonstration teaching by Alliance coaches was useful. | 11<br>(73%) | 4<br>(27%) | 0 | 0 | 0 | 0 |
| 21. Demonstration teaching by other teachers helped me to understand Alliance concepts. | 6<br>(40%) | 4<br>(27%) | 5<br>(33%) | 0 | 0 | 0 |
| 22. I have been provided adequate training. | 10<br>(67%) | 5<br>(33%) | 0 | 0 | 0 | 0 |
| 23. I believe the quality of inservice training is good. | 12<br>(80%) | 3<br>(20%) | 0 | 0 | 0 | 0 |
| 24. Alliance trainers have effectively modeled effective teaching skills. | 13<br>(87%) | 2<br>(13%) | 0 | 0 | 0 | 0 |
| 25. There is someone to call if I need additional assistance with Alliance materials or concepts. | 13<br>(87%) | 2<br>(13%) | 0 | 0 | 0 | 0 |
| **Reading** | | | | | | |
| 26. My students enjoy reading this year. | 13<br>(87%) | 2<br>(13%) | 0 | 0 | 0 | 0 |
| 27. The materials I am using this year help my students read. | 13<br>(87%) | 2<br>(13%) | 0 | 0 | 0 | 0 |
| 28. Because of the strategies and techniques I use my students are reading more this year. | 14<br>(93%) | 1<br>(6%) | 0 | 0 | 0 | 0 |

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| 29. My students are reading more at home. | 5<br>(33%) | 5<br>(33%) | 5<br>(33%) | 0 | 0 | 0 |
| **Classroom Management** | | | | | | |
| 30. I have a classroom management plan this year. | 9<br>(60%) | 5<br>(33%) | 1<br>(6%) | 0 | 0 | 0 |
| 31. This year I can do a better job of dealing with classroom management. | 6<br>(40%) | 4<br>(27%) | 5<br>(33%) | 0 | 0 | 0 |
| 32. My students know class rules and consequences. | 11<br>(73%) | 4<br>(27%) | 0 | 0 | 0 | 0 |
| 33. My students are better behaved than in previous years. | 4<br>(27%) | 4<br>(27%) | 6<br>(40%) | 0 | 0 | 1<br>(6%) |

34. As a teacher, what changes have you made because of your participation in the Alliance?

- I am a beginning teacher, therefore I did not have to make any changes
- I have become more tolerant with behavior problems and their special needs
- Changed the style of teaching reading, language and spelling. Have realized the importance of repetition and constantly reinforce it in all subjects
- Reading is taught first thing in the morning. Reading is very enjoyable
- My strategies are more in-depth and direct, since my students can read and understand
- My children write more and read independently
- In reading, I placed more emphasis on phonics. We read everyday. We went over vocabulary words everyday
- This is my first year teaching. Compared to student teaching I am doing more direct instruction which I enjoy very much
- I use the techniques learned through the alliance inservice to teach other subjects
- I have integrated more social studies skills and research into the reading time - map skills, geographical data, etc
- I have become better organized and a better reading teacher. The students are very excited
- I am excited because my kids are learning how to read
- I have a much better attitude toward teaching reading. Reading is taught every day. It's a very positive feeling. The use of a semi-circle although more relaxed has actually helped the structure instead of a table

35. If I had a choice, I would remain in an Alliance school.

15 (100%) Yes 0 No

- This reading program motivates the students. They look forward to reading. That is wonderful
- I like the challenge and the instruction. The total program seems so comprehensive and wide range
- The children are more successful

- Because I love the program and it has shown itself to me to be an effective tool in helping children learn to read
- Reading is the highlight of my day and my children's day
- Kids are reading
- Because the students look forward to reading now and are upset if reading has to be canceled
- It works
- I feel I can see more of a success with the children
- I am gratified by the improvement I see in my students. Even my non-readers have improved
- I like the materials that are being used - the curriculum is great
- I would remain in an alliance school. It motivates the students to want to learn how to read as well as getting involved in the other subjects provided. They look forward to each lesson
- This is my best year
- I feel that for the first time at risk children can enjoy reading and feel confident about reading aloud. The structure of the series and the stories are great. The children learn that we not only learn to read, but read to learn

36. If you were to give a grade to the Alliance, what grade would you give?

| | | | | | | |
|---|---|---|---|---|---|---|
| 14 | (93%) | A | 0 | C | 0 | F |
| 1 | (6%) | B | 0 | D | | |

37. Do you have any comments or is there anything you would like us to consider as we evaluate The Alliance of Quality Schools program?

- I only have one comment. Please keep this program at this school. the kids love it. That is what matters.
- Keep class sizes small; keep AQS in primary grades; the students seem highly motivated and they want to read, read and read
- I would like the Alliance program to stay at our school. I don't think the program should be taken out once the entire school is on grade level, because this program is just going to help the children more and more. Every year their will be Pre-K and Kindergarten children coming in so they need this program. And if the program does have to come out, I think it should remain in the primary grades because that is the children's foundation
- We need the same thing for Math. Ms. Littlefield is a wonderful coach, tutor and is highly knowledgeable about the Alliance program
- Yes, homework
- Consider direct instruction math
- I enjoy the program and hope it continues
- Great program. Consider keeping the program especially in the primary level because this is their foundation
- This is an excellent program
- Just keep it going - please don't turn off a good thing

## THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
## DEPARTMENT OF RESEARCH AND EVALUATION

### Teacher Survey: Alliance of Quality Schools (1994-95)

**Response Rate:** 11/15

Broward County Public Schools staff is conducting a review of the Alliance of Quality Schools. Your cooperation in completing the following survey is requested. As your input is very important to us, thank you in advance for your time and cooperation.

**Directions:** Please check (√) all responses that apply for each item.

---

### A. Information About You.

1. At which school do you teach? Northside Elementary

2. I have been teaching

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 0 | | a. | 1 year or less | 1 | (9%) | d. | 11 to 15 years |
| 3 | (27%) | b. | 2 to 5 years | 3 | (27%) | e. | over 16 years |
| 4 | (36%) | c. | 6 to 10 years | 0 | | f. | do not teach |

3. I currently teach

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2 | (18%) | a. | 1st Grade | 1 | (9%) | d. | 4th Grade |
| 2 | (18%) | b. | 2nd Grade | 2 | (18%) | e. | 5th Grade |
| 4 | (36%) | c. | 3rd Grade | 0 | | f. | Other (list) |

4. My involvement with the Alliance has been

| | | | | | | |
|---|---|---|---|---|---|---|
| 0 | | a. | limited. | 0 | d. | not involved with the Alliance. |
| 1 | (9%) | b. | moderate. | 0 | e. | other (explain) |
| 10 | (91%) | c. | very involved. | | | |

### B. Information about the Alliance

5. Have you had a problem with or questions about the Alliance concepts or materials?

3 (27%) Yes 8 (73%) No

If yes, Did you contact someone and if so, who? Brenda Williams

6. My involvement with the Alliance has helped me to

| | | | |
|---|---|---|---|
| 6 | (55%) | a. | improve my effectiveness. |
| 4 | (36%) | b. | become a better teacher. |
| 1 | (9%) | c. | The Alliance has not made a difference to me. |
| 0 | | d. | decide on my goals. |
| 3 | (27%) | e. | increase job satisfaction. |
| 0 | | f. | Other (Please explain). |

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7. If I could change or add to some aspect of the Alliance, it would be

2 (18%) a. Alliance curriculum materials. How?
  - Centers containing story material
  - Add math also

2 (18%) b. Alliance inservice training. How?
  - Better workshops - more appropriate to what were teaching
  - Inservice at our school location

1 (9%) c. Alliance goals. How?
  - Less emphasis of reading speed

0 d. Alliance expectations. How?

2 (18%) e. Math curriculum. How?
  - The method of direct instruction works
  - I wish out school did alliance math

5 (46%) f. I would not change anything.

---

**Directions:** Please indicate how much you agree or disagree with each statement by checking (√) one response for each item using the key below.

| | |
|---|---|
| **SA** | **Strongly Agree** |
| **A** | **Agree** |
| **U** | **Unsure/Does not Apply** |
| **D** | **Disagree** |
| **SD** | **Strongly Disagree** |

**Please check (√) one response for each item.**

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| **Utilization** | | | | | | |
| 8. This year I am using strategies that are new to me. | 4<br>(36%) | 3<br>(27%) | 0 | 3<br>(27%) | 1<br>(9%) | 0 |
| 9. This year I am using techniques that are new to me. | 4<br>(36%) | 4<br>(36%) | 0 | 3<br>(27%) | 0 | 0 |
| 10. I use the Alliance materials in my class. | 7<br>(64%) | 4<br>(36%) | 0 | 0 | 0 | 0 |
| 11. The Alliance is a challenging experience. | 4<br>(36%) | 6<br>(55%) | 0 | 1<br>(9%) | 0 | 0 |
| 12. The Alliance Program has improved and expanded my teaching skills. | 3<br>(27%) | 7<br>(64%) | 0 | 0 | 1<br>(9%) | 0 |
| 13. I would recommend the Alliance to other schools and teachers. | 6<br>(55%) | 4<br>(36%) | 1<br>(9%) | 0 | 0 | 0 |
| **Support** | | | | | | |
| 14. My peers are supportive of Alliance goals. | 1<br>(9%) | 9<br>(82%) | 0 | 1<br>(9%) | 0 | 0 |
| 15. Needed materials are available. | 2<br>(18%) | 7<br>(64%) | 1<br>(9%) | 1<br>(9%) | 0 | 0 |

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| 16. My school's administration has supported Alliance initiatives. | 5<br>(46%) | 6<br>(55%) | 0 | 0 | 0 | 0 |
| 17. I have received sufficient support through the Alliance. | 3<br>(27%) | 5<br>(46%) | 2<br>(18%) | 0 | 0 | 1<br>(9%) |
| **Training** | | | | | | |
| 18. Classroom visits to other Alliance schools were helpful. | 0 | 4<br>(36%) | 6<br>(55%) | 0 | 1<br>(9%) | 0 |
| 19. I understand what I am trying to achieve through the Alliance. | 5<br>(46%) | 4<br>(36%) | 2<br>(18%) | 0 | 0 | 0 |
| 20. Demonstration teaching by Alliance coaches was useful. | 5<br>(46%) | 5<br>(46%) | 1<br>(9%) | 0 | 0 | 0 |
| 21. Demonstration teaching by other teachers helped me to understand Alliance concepts. | 0 | 7<br>(64%) | 3<br>(27%) | 1<br>(9%) | 0 | 0 |
| 22. I have been provided adequate training. | 2<br>(18%) | 7<br>(64%) | 1<br>(9%) | 1<br>(9%) | 0 | 0 |
| 23. I believe the quality of in-service training is good. | 3<br>(27%) | 5<br>(46%) | 2<br>(18%) | 1<br>(9%) | 0 | 0 |
| 24. Alliance trainers have effectively modeled effective teaching skills. | 4<br>(36%) | 5<br>(46%) | 1<br>(9%) | 1<br>(9%) | 0 | 0 |
| 25. There is someone to call if I need additional assistance with Alliance materials or concepts. | 5<br>(46%) | 5<br>(46%) | 1<br>(9%) | 0 | 0 | 0 |
| **Reading** | | | | | | |
| 26. My students enjoy reading this year. | 8<br>(73%) | 1<br>(9%) | 1<br>(9%) | 0 | 0 | 1<br>(9%) |
| 27. The materials I am using this year help my students read. | 8<br>(73%) | 2<br>(18%) | 1<br>(9%) | 0 | 0 | 0 |
| 28. Because of the strategies and techniques I use my students are reading more this year. | 7<br>(64%) | 3<br>(27%) | 0 | 0 | 1<br>(9%) | 0 |
| 29. My students are reading more at home. | 3<br>(27%) | 3<br>(27%) | 3<br>(27%) | 1<br>(9%) | 1<br>(9%) | 0 |
| **Classroom Management** | | | | | | |
| 30. I have a classroom management plan this year. | 5<br>(46%) | 4<br>(36%) | 1<br>(9%) | 0 | 0 | 1<br>(9%) |

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| 31. This year I can do a better job of dealing with classroom management. | 3<br>(27%) | 3<br>(27%) | 4<br>(36%) | 0 | 1<br>(9%) | 0 |
| 32. My students know class rules and consequences. | 4<br>(36%) | 5<br>(46%) | 1<br>(9%) | 0 | 0 | 1<br>(9%) |
| 33. My students are better behaved than in previous years. | 2<br>(18%) | 3<br>(27%) | 4<br>(36%) | 0 | 2<br>(18%) | 0 |

34. As a teacher, what changes have you made because of your participation in the Alliance?

- I have a more positive attitude toward my students and my classroom is more structured. I have higher expectations for my students and I know clearly what my goals are
- I have planned my schedule to include other students during the reading period
- I enjoy more the one on one contact with the students
- Spending more time directly instructing students and giving them quality time
- I have had to accept a new way of thinking in regard to teaching reading
- I am a more effective teacher overall not just in reading

35. If I had a choice, I would remain in an Alliance school.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 8 | (73%) | Yes | 2 | (18%) | No | 1 | (9%) | Both |

- I am devoting more time in an alliance school with reading - perhaps too much time
- It hinders creativity. You're locked into this role playing that is so definite
- I like the things that are happening at my school because of the introduction of the alliance program and see great possibilities for my school.
- Students have the opportunity to begin with the phonetic approach which ensures a head start in reading
- I'd like to stay in an alliance school if we had more assistance from our administrators. She can't be the only one we can go to especially since we had 2 campuses
- Because it is successful and it is also very positive for the students. They gain more and more confidence and enjoy reading
- I am very enthusiastic about direct instruction and I feel that my students are enjoying reading more
- Schools that are involved with the alliance program seem to be more advanced and enthused about reading
- Because I enjoy the structure and success of the program

36. If you were to give a grade to the Alliance, what grade would you give?

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 7 | (64%) | A | 0 | | C | 0 | F |
| 3 | (27%) | B | 1 | (9%) | D | | |

37. Do you have any comments or is there anything you would like us to consider as we evaluate The Alliance of Quality Schools program?

- Have the students progressed?

- Because of lack of some reading materials, some teachers have been forced to advance students to available materials that may not be best suited to them
- Please consider adding on more direct instruction programs to the curriculum

## THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
## DEPARTMENT OF RESEARCH AND EVALUATION

### Teacher Survey: Alliance of Quality Schools (1994-95)

**Response Rate:** 12/15

Broward County Public Schools staff is conducting a review of the Alliance of Quality Schools. Your cooperation in completing the following survey is requested. As your input is very important to us, thank you in advance for your time and cooperation.

**Directions:** Please check (√) all responses that apply for each item.

---

### A. Information About You.

1. At which school do you teach? Oriole Elementary

2. I have been teaching

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3 | (25%) | a. | 1 year or less | 1 | (8%) | d. | 11 to 15 years |
| 5 | (42%) | b. | 2 to 5 years | 2 | (17%) | e. | over 16 years |
| 1 | (8%) | c. | 6 to 10 years | 0 | | f. | do not teach |

3. I currently teach

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2 | (17%) | a. | 1st Grade | 2 | (17%) | d. | 4th Grade |
| 2 | (17%) | b. | 2nd Grade | 3 | (25%) | e. | 5th Grade |
| 2 | (17%) | c. | 3rd Grade | 1 | (8%) | f. | Other (list)<br>• 4th and 5th grade |

4. My involvement with the Alliance has been

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | (8%) | a. | limited. | 0 | | d. | not involved with the Alliance. |
| 5 | (42%) | b. | moderate. | 0 | | e. | other (explain) |
| 6 | (50%) | c. | very involved. | | | | |

### B. Information about the Alliance

5. Have you had a problem with or questions about the Alliance concepts or materials?

3 (25%) Yes 9 (75%) No

If yes, Did you contact someone and if so, who? Kathleen Jones

6. My involvement with the Alliance has helped me to

| | | | |
|---|---|---|---|
| 6 | (50%) | a. | improve my effectiveness. |
| 3 | (25%) | b. | become a better teacher. |
| 5 | (42%) | c. | The Alliance has not made a difference to me. |
| 2 | (17%) | d. | decide on my goals. |
| 1 | (8%) | e. | increase job satisfaction. |
| 1 | (8%) | f. | Other (Please explain). |

- The only support we have is from our Principal

7. If I could change or add to some aspect of the Alliance, it would be

**7 (58%)** a. Alliance curriculum materials. How?
- Additional supply of books
- Additional written workbook pages
- Provide materials for additional remediation and enhancement
- In teaching mastery, I was not given the workbook
- I would like to see a language based curriculum more on the traditional lines used along with the reasoning and writing curriculum
- More things, more hands on
- More hands on activities for the students

**3 (25%)** b. Alliance inservice training. How?
- More than 1 week worth of training
- Class organization when dealing with larger than normal groups
- Provide monthly or weekly suggestions to teachers

**1 (8%)** c. Alliance goals. How?
- Initial testing materials

**0** d. Alliance expectations. How?

**1 (8%)** e. Math curriculum. How?
- I would not begin it with language arts

**2 (17%)** f. I would not change anything.

---

**Directions:** Please indicate how much you agree or disagree with each statement by checking (√) one response for each item using the key below.

| | |
|---|---|
| **SA** | **Strongly Agree** |
| **A** | **Agree** |
| **U** | **Unsure/Does not Apply** |
| **D** | **Disagree** |
| **SD** | **Strongly Disagree** |

**Please check (√) one response for each item.**

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| **Utilization** | | | | | | |
| 8. This year I am using strategies that are new to me. | 5<br>(42%) | 7<br>(58%) | 0 | 0 | 0 | 0 |
| 9. This year I am using techniques that are new to me. | 6<br>(50%) | 6<br>(50%) | 0 | 0 | 0 | 0 |
| 10. I use the Alliance materials in my class. | 6<br>(50%) | 5<br>(42%) | 1<br>(8%) | 0 | 0 | 0 |
| 11. The Alliance is a challenging experience. | 2<br>(17%) | 6<br>(50%) | 1<br>(8%) | 2<br>(17%) | 1<br>(8%) | 0 |
| 12. The Alliance Program has improved and expanded my teaching skills. | 2<br>(17%) | 5<br>(42%) | 4<br>(33%) | 0 | 1<br>(8%) | 0 |
| 13. I would recommend the Alliance to other schools and teachers. | 3<br>(25%) | 4<br>(33%) | 4<br>(33%) | 0 | 0 | 1<br>(8%) |

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|  | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| **Support** |  |  |  |  |  |  |
| 14. My peers are supportive of Alliance goals. | 3<br>(25%) | 5<br>(42%) | 3<br>(25%) | 0 | 1<br>(8%) | 0 |
| 15. Needed materials are available. | 1<br>(8%) | 6<br>(50%) | 2<br>(17%) | 2<br>(17%) | 1<br>(8%) | 0 |
| 16. My school's administration has supported Alliance initiatives. | 5<br>(42%) | 5<br>(42%) | 2<br>(17%) | 0 | 0 | 0 |
| 17. I have received sufficient support through the Alliance. | 2<br>(27%) | 9<br>(75%) | 0 | 0 | 1<br>(8%) | 0 |
| **Training** |  |  |  |  |  |  |
| 18. Classroom visits to other Alliance schools were helpful. | 1<br>(8%) | 1<br>(8%) | 10<br>(83%) | 0 | 0 | 0 |
| 19. I understand what I am trying to achieve through the Alliance. | 4<br>(33%) | 5<br>(42%) | 3<br>(25%) | 0 | 0 | 0 |
| 20. Demonstration teaching by Alliance coaches was useful. | 3<br>(25%) | 6<br>(50%) | 1<br>(8%) | 0 | 2<br>(17%) | 0 |
| 21. Demonstration teaching by other teachers helped me to understand Alliance concepts. | 0 | 5<br>(42%) | 6<br>(50%) | 0 | 1<br>(8%) | 0 |
| 22. I have been provided adequate training. | 0 | 8<br>(67%) | 1<br>(8%) | 1<br>(8%) | 2<br>(17%) | 0 |
| 23. I believe the quality of in-service training is good. | 0 | 8<br>(67%) | 2<br>(17%) | 2<br>(17%) | 0 | 0 |
| 24. Alliance trainers have effectively modeled effective teaching skills. | 1<br>(8%) | 8<br>(67%) | 2<br>(17%) | 1<br>(8%) | 0 | 0 |
| 25. There is someone to call if I need additional assistance with Alliance materials or concepts. | 2<br>(17%) | 7<br>(58%) | 2<br>(17%) | 1<br>(8%) | 0 | 0 |
| **Reading** |  |  |  |  |  |  |
| 26. My students enjoy reading this year. | 2<br>(17%) | 6<br>(50%) | 2<br>(17%) | 1<br>(8%) | 1<br>(8%) | 0 |
| 27. The materials I am using this year help my students read. | 2<br>(17%) | 7<br>(58%) | 2<br>(17%) | 0 | 1<br>(8%) | 0 |
| 28. Because of the strategies and techniques I use my students are reading more this year. | 2<br>(17%) | 5<br>(42%) | 5<br>(42%) | 0 | 0 | 0 |

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| 29. My students are reading more at home. | 2 (17%) | 1 (8%) | 7 (58%) | 2 (17%) | 0 | 0 |
| **Classroom Management** | | | | | | |
| 30. I have a classroom management plan this year. | 4 (33%) | 8 (67%) | 0 | 0 | 0 | 0 |
| 31. This year I can do a better job of dealing with classroom management. | 2 (17%) | 5 (42%) | 5 (42%) | 0 | 0 | 0 |
| 32. My students know class rules and consequences. | 4 (33%) | 8 (67%) | 0 | 0 | 0 | 0 |
| 33. My students are better behaved than in previous years. | 0 | 4 (33%) | 5 (42%) | 3 (25%) | 0 | 0 |

34. As a teacher, what changes have you made because of your participation in the Alliance?

- I am not able to be as creative as in the past
- My class has not been able to participate in the computer use as much as before
- I have to do more planning. I have to give the children the responsibility of working independently in other subjects such as Science and Social Studies
- Seating plan; grading of papers; use of computers
- I have been more structured in my teaching. I feel I am more effective using these materials
- Had to cut time off other subjects to fit the program in

35. If I had a choice, I would remain in an Alliance school.

5 (42%) Yes 3 (25%) No 3 (25%) NR 1 (8%) Undecided

- If a child was not able to stay in level in kindergarten or first, etc, the Alliance programs will help that child to get on level
- There are still a lot of things to work out. The reading program is very difficult to do well daily without an aide, especially if there are 2 or more groups
- I had to change my expectations because some skills are emphasized more than others
- I believe that the program can enhance the reading skills of some children. The program allows for much interaction with the children. It also allows you to know a child's level without much testing
- Well stated objectives, systematic form of instruction
- Don't care for program. Lack of support. What we were told when we voted was not kept to by the Alliance
- The children are more successful with this program and enjoy learning more. This fact makes teaching more fun as well as more rewarding

36. If you were to give a grade to the Alliance, what grade would you give?

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 4 | (33%) | A | 1 | (8%) | C | 0 | | F |
| 5 | (42%) | B | 1 | (8%) | D | 1 | (8%) | NR |

37. Do you have any comments or is there anything you would like us to consider as we evaluate The Alliance of Quality Schools program?

- Students who are "pull outs," (i.e. speech, ESOL) always miss some of the lessons. The computer time is limited
- Although the students are making progress in reading and spelling, I am concerned that they are falling behind in English. I believe students need to be taught English and that another curriculum should not be substituted for it
- Procedures; evaluating a child's progress so that grades can be reported on a quarter report
- Please set time limits on each direct instruction lesson to allow time for all required reading and activities
- Do the teachers still want to be involved? Why no support
- The main problem is new students coming in who have not been in the program

## THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
## DEPARTMENT OF RESEARCH AND EVALUATION

**Teacher Survey: Alliance of Quality Schools (1994-95)**

**Response Rate: 15/15**

Broward County Public Schools staff is conducting a review of the Alliance of Quality Schools. Your cooperation in completing the following survey is requested. As your input is very important to us, thank you in advance for your time and cooperation.

**Directions:** Please check (√) all responses that apply for each item.

---

### A. Information About You.

1. At which school do you teach? Park Ridge Elementary

2. I have been teaching

   1 (6%) a. 1 year or less
   6 (40%) b. 2 to 5 years
   6 (40%) c. 6 to 10 years
   1 (6%) d. 11 to 15 years
   1 (6%) e. over 16 years
   0 f. do not teach

3. I currently teach

   3 (20%) a. 1st Grade
   3 (20%) b. 2nd Grade
   3 (20%) c. 3rd Grade
   3 (20%) d. 4th Grade
   2 (13%) e. 5th Grade
   1 (6%) f. Other (list)
   - SLD
   - ESOL 2nd

4. My involvement with the Alliance has been

   2 (13%) a. limited.
   4 (27%) b. moderate.
   9 (60%) c. very involved.
   0 d. not involved with the Alliance.
   0 e. other (explain)

### B. Information about the Alliance

5. Have you had a problem with or questions about the Alliance concepts or materials?

   0 Yes
   15 (100%) No

   If yes, Did you contact someone and if so, who? Mrs. Lyons

6. My involvement with the Alliance has helped me to

   10 (67%) a. improve my effectiveness.
   6 (40%) b. become a better teacher.
   0 c. The Alliance has not made a difference to me.
   0 d. decide on my goals.
   6 (40%) e. increase job satisfaction.
   1 (6%) f. Other (Please explain).

   - Direct instruction has helped discipline
   - Meeting my student's goals in reading

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7. If I could change or add to some aspect of the Alliance, it would be

4 (27%) a. Alliance curriculum materials. How?
- I would add the Math series to the curriculum
- Trade books
- Make more pictures available for the teacher editions along with the students books
- The teacher edition needs larger print, correct mistakes, examples of skillbook

1 (6%) b. Alliance inservice training. How?
- More training/refresher courses

0 c. Alliance goals. How?

1 (6%) d. Alliance expectations. How?
- Increase the expectations of the students goals

4 (27%) e. Math curriculum. How?
- Add it to our school
- Add it to our curriculum (2)
- A more tradition, hands on, straight forward text with lots of practice
- Direct instruction math series

5 (33%) f. I would not change anything.

---

**Directions:** Please indicate how much you agree or disagree with each statement by checking (√) one response for each item using the key below.

| | |
|---|---|
| **SA** | **Strongly Agree** |
| **A** | **Agree** |
| **U** | **Unsure/Does not Apply** |
| **D** | **Disagree** |
| **SD** | **Strongly Disagree** |

**Please check (√) one response for each item.**

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| **Utilization** | | | | | | |
| 8. This year I am using strategies that are new to me. | 6 (40%) | 9 (60%) | 0 | 0 | 0 | 0 |
| 9. This year I am using techniques that are new to me. | 6 (40%) | 9 (60%) | 0 | 0 | 0 | 0 |
| 10. I use the Alliance materials in my class. | 10 (67%) | 5 (33%) | 0 | 0 | 0 | 0 |
| 11. The Alliance is a challenging experience. | 7 (47%) | 8 (53%) | 0 | 0 | 0 | 0 |
| 12. The Alliance Program has improved and expanded my teaching skills. | 7 (47%) | 7 (47%) | 1 (6%) | 0 | 0 | 0 |
| 13. I would recommend the Alliance to other schools and teachers. | 7 (47%) | 8 (53%) | 0 | 0 | 0 | 0 |

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| **Support** | | | | | | |
| 14. My peers are supportive of Alliance goals. | 3<br>(20%) | 10<br>(67%) | 1<br>(6%) | 0 | 1<br>(6%) | 0 |
| 15. Needed materials are available. | 5<br>(33%) | 7<br>(47%) | 2<br>(13%) | 1<br>(6%) | 0 | 0 |
| 16. My school's administration has supported Alliance initiatives. | 7<br>(47%) | 8<br>(53%) | 0 | 0 | 0 | 0 |
| 17. I have received sufficient support through the Alliance. | 9<br>(60%) | 6<br>(40%) | 0 | 0 | 0 | 0 |
| **Training** | | | | | | |
| 18. Classroom visits to other Alliance schools were helpful. | 2<br>(13%) | 4<br>(27%) | 8<br>(53%) | 0 | 1<br>(6%) | 0 |
| 19. I understand what I am trying to achieve through the Alliance. | 5<br>(33%) | 10<br>(67%) | 0 | 0 | 0 | 0 |
| 20. Demonstration teaching by Alliance coaches was useful. | 6<br>(40%) | 9<br>(60%) | 0 | 0 | 0 | 0 |
| 21. Demonstration teaching by other teachers helped me to understand Alliance concepts. | 2<br>(13%) | 6<br>(40%) | 7<br>(47%) | 0 | 0 | 0 |
| 22. I have been provided adequate training. | 5<br>(33%) | 9<br>(60%) | 0 | 0 | 0 | 1<br>(6%) |
| 23. I believe the quality of in-service training is good. | 5<br>(33%) | 10<br>(67%) | 0 | 0 | 0 | 0 |
| 24. Alliance trainers have effectively modeled effective teaching skills. | 5<br>(33%) | 10<br>(67%) | 0 | 0 | 0 | 0 |
| 25. There is someone to call if I need additional assistance with Alliance materials or concepts. | 6<br>(40%) | 8<br>(53%) | 1<br>(6%) | 0 | 0 | 0 |
| **Reading** | | | | | | |
| 26. My students enjoy reading this year. | 12<br>(80%) | 3<br>(20%) | 0 | 0 | 0 | 0 |
| 27. The materials I am using this year help my students read. | 11<br>(73%) | 4<br>(27%) | 0 | 0 | 0 | 0 |
| 28. Because of the strategies and techniques I use my students are reading more this year. | 9<br>(60%) | 5<br>(33%) | 0 | 1<br>(6%) | 0 | 0 |

| | | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|---|
| 29. | My students are reading more at home. | 8<br>(53%) | 3<br>(20%) | 3<br>(20%) | 1<br>(6%) | 0 | 0 |
| | **Classroom Management** | | | | | | |
| 30. | I have a classroom management plan this year. | 5<br>(33%) | 9<br>(60%) | 0 | 1<br>(6%) | 0 | 0 |
| 31. | This year I can do a better job of dealing with classroom management. | 1<br>(6%) | 12<br>(80%) | 0 | 2<br>(13% | 0 | 0 |
| 32. | My students know class rules and consequences. | 5<br>(33%) | 9<br>(60%) | 0 | 1<br>(6%) | 0 | 0 |
| 33. | My students are better behaved than in previous years. | 0 | 6<br>(40%) | 3<br>(20%) | 3<br>(20% | 2<br>(13%) | 1<br>(6%) |

34. As a teacher, what changes have you made because of your participation in the Alliance?

- I would meet more often to discuss concerns with the Alliance facilitators to brainstorm and share experiences
- I am focused on reading and the importance of breaking the code at an early stage in students academic careers
- We are on block schedule for reading, less creative time and direct instruction for reading, spelling, and language
- My reading strategies (direct instruction) are very helpful and are allied in all subject areas (i.e., Math)
- No changes. The Alliance has just assisted me in helping my students experience success in the classroom
- I change my teaching techniques. I do reading early in the morning than later during the day
- I've become a more effective educator
- Much more structured trying to adhere to a time schedule
- I have had to provide work on the 2nd grade level. The work we were doing last year was to easy

35. If I had a choice, I would remain in an Alliance school.

14 (93%) Yes 0 No 1 (6%) NR

- I strongly believe in the program and its effect on the children
- I like the programs in Reading and Language. The students are doing well in this series
- The reading series has accomplished miracles in my class. Students who could not even speak English are now (March, 1995) reading on a 2nd grade reading level
- I believe that the Alliance school encourages a team spirit and provides a track record to assist the students in improving their academic skills and reading abilities
- Discipline has improved, they are feeling success
- The students have shown a great improvement in reading
- I have seen exceptional improvement in the students reading ability. They are more excited about reading now. They realize that they are really reading

- The Alliance reading program has truly taught me how to teach non-readers
- I believe in the program and it has really helped my students improve their reading and their attitude toward reading
- It works for my kids. About 85% of my students are on grade level

36. If you were to give a grade to the Alliance, what grade would you give?

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 8 | (53%) | A | 0 | C | 0 | | F |
| 6 | (40%) | B | 0 | D | 1 | (6%) | N/R |

37. Do you have any comments or is there anything you would like us to consider as we evaluate The Alliance of Quality Schools program?

- I would like more time for a creative writing program. Also I would like visuals to go along with the direct instruction
- More inservice during the year to keep it fresh and the staff motivated. Do something to thank the staff for making such a change with such enthusiasm
- I commend the program for providing a great service to students and the teachers. I feel that the programs offer an opportunity for constant growth and excellence in the field of education. Thank you
- I would like to see an allotted time for story reading and creative writing
- More intensive language program for the ESOL classes
- Please consider the unfairness of the emphasis placed upon the SAT test in relations to the teachers performance and the type of students we teach. Teaching should not be quantity, it should be quality. Our children in the Alliance program have so many outside factors interfering with their ability to learn and the SAT's do not take this into consideration
- What took us so long to get a program that finally works
- As a teacher I feel the program is working. I have no considerations
- This is a super program. It has provided the reading skills necessary for learning and has given children self-esteem and confidence due to their increased reading ability
- Expansion to more schools. I wish other schools could feel the success and satisfaction we feel

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# THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
# DEPARTMENT OF RESEARCH AND EVALUATION

## Teacher Survey: Alliance of Quality Schools (1994-95)

**Response Rate:** 15/15

Broward County Public Schools staff is conducting a review of the Alliance of Quality Schools. Your cooperation in completing the following survey is requested. As your input is very important to us, thank you in advance for your time and cooperation.

**Directions:** Please check (√) all responses that apply for each item.

---

### A. Information About You.

1. At which school do you teach? Riverland Elementary

2. I have been teaching

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | (6%) | a. | 1 year or less | 2 | (13%) | d. | 11 to 15 years |
| 7 | (47%) | b. | 2 to 5 years | 3 | (20%) | e. | over 16 years |
| 2 | (13%) | c. | 6 to 10 years | 0 | | f. | do not teach |

3. I currently teach

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3 | (20%) | a. | 1st Grade | 3 | (20%) | d. | 4th Grade |
| 3 | (20%) | b. | 2nd Grade | 3 | (20%) | e. | 5th Grade |
| 3 | (20%) | c. | 3rd Grade | 0 | | f. | Other (list) |

4. My involvement with the Alliance has been

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3 | (13%) | a. | limited. | 0 | | d. | not involved with the Alliance. |
| 4 | (27%) | b. | moderate. | 0 | | e. | other (explain) |
| 8 | (53%) | c. | very involved. | | | | |

### B. Information about the Alliance

5. Have you had a problem with or questions about the Alliance concepts or materials?

| | | | | | |
|---|---|---|---|---|---|
| 1 | (6%) | Yes | 14 | (93%) | No |

If yes, Did you contact someone and if so, who? Starks

6. My involvement with the Alliance has helped me to

| | | | |
|---|---|---|---|
| 11 | (73%) | a. | improve my effectiveness. |
| 7 | (47%) | b. | become a better teacher. |
| 0 | | c. | The Alliance has not made a difference to me. |
| 0 | | d. | decide on my goals. |
| 5 | (33%) | e. | increase job satisfaction. |
| 0 | | f. | Other (Please explain). |

7. If I could change or add to some aspect of the Alliance, it would be

4 (27%) a. Alliance curriculum materials. How?
  - Include a literature section with direct instruction reading. On grade level students should not use direct instruction reading
  - Independent reading games
  - Must be flexible for transient students
  - I would include literature

1 (6%) b. Alliance inservice training. How?
  - Training in areas besides reading

0 c. Alliance goals. How?

1 (6%) d. Alliance expectations. How?
  - I would lower the one lesson per day minimum to allow more time for coverage of other components of reading

0 e. Math curriculum. How?

7 (47%) f. I would not change anything.

---

**Directions:** Please indicate how much you agree or disagree with each statement by checking (√) one response for each item using the key below.

| | |
|---|---|
| **SA** | **Strongly Agree** |
| **A** | **Agree** |
| **U** | **Unsure/Does not Apply** |
| **D** | **Disagree** |
| **SD** | **Strongly Disagree** |

**Please check (√) one response for each item.**

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| **Utilization** | | | | | | |
| 8. This year I am using strategies that are new to me. | 5<br>(33%) | 9<br>(60%) | 0 | 1<br>(6%) | 0 | 0 |
| 9. This year I am using techniques that are new to me. | 5<br>(33%) | 9<br>(60%) | 0 | 1<br>(6%) | 0 | 0 |
| 10. I use the Alliance materials in my class. | 11<br>(73%) | 4<br>(27%) | 0 | 0 | 0 | 0 |
| 11. The Alliance is a challenging experience. | 4<br>(27%) | 9<br>(60%) | 1<br>(6%) | 0 | 1<br>(6%) | 0 |
| 12. The Alliance Program has improved and expanded my teaching skills. | 6<br>(40%) | 9<br>(60%) | 0 | 0 | 0 | 0 |
| 13. I would recommend the Alliance to other schools and teachers. | 9<br>(60%) | 3<br>(20%) | 3<br>(20%) | 0 | 0 | 0 |
| **Support** | | | | | | |
| 14. My peers are supportive of Alliance goals. | 2<br>(13%) | 10<br>(67%) | 3<br>(20%) | 0 | 0 | 0 |
| 15. Needed materials are available. | 6<br>(40%) | 7<br>(47%) | 1<br>(6%) | 1<br>(6%) | 0 | 0 |

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| 16. My school's administration has supported Alliance initiatives. | 9<br>(60%) | 6<br>(40%) | 0 | 0 | 0 | 0 |
| 17. I have received sufficient support through the Alliance. | 7<br>(47%) | 8<br>(53%) | 0 | 0 | 0 | 0 |
| **Training** | | | | | | |
| 18. Classroom visits to other Alliance schools were helpful. | 3<br>(20%) | 7<br>(47%) | 4<br>(27%) | 0 | 0 | 1<br>(6%) |
| 19. I understand what I am trying to achieve through the Alliance. | 8<br>(53%) | 7<br>(47%) | 0 | 0 | 0 | 0 |
| 20. Demonstration teaching by Alliance coaches was useful. | 6<br>(40%) | 7<br>(47%) | 2<br>(13%) | 0 | 0 | 0 |
| 21. Demonstration teaching by other teachers helped me to understand Alliance concepts. | 3<br>(20%) | 8<br>(53%) | 3<br>(20%) | 1<br>(6%) | 0 | 0 |
| 22. I have been provided adequate training. | 9<br>(60%) | 6<br>(40%) | 0 | 0 | 0 | 0 |
| 23. I believe the quality of in-service training is good. | 7<br>(47%) | 8<br>(53%) | 0 | 0 | 0 | 0 |
| 24. Alliance trainers have effectively modeled effective teaching skills. | 7<br>(47%) | 7<br>(47%) | 0 | 1<br>(6%) | 0 | 0 |
| 25. There is someone to call if I need additional assistance with Alliance materials or concepts. | 9<br>(60%) | 5<br>(33%) | 1<br>(6%) | 0 | 0 | 0 |
| **Reading** | | | | | | |
| 26. My students enjoy reading this year. | 9<br>(60%) | 6<br>(40%) | 0 | 0 | 0 | 0 |
| 27. The materials I am using this year help my students read. | 9<br>(60%) | 6<br>(40%) | 0 | 0 | 0 | 0 |
| 28. Because of the strategies and techniques I use my students are reading more this year. | 7<br>(47%) | 6<br>(40%) | 1<br>(6%) | 1<br>(6%) | 0 | 0 |
| 29. My students are reading more at home. | 1<br>(6%) | 6<br>(40%) | 7<br>(47%) | 1<br>(6%) | 0 | 0 |
| **Classroom Management** | | | | | | |
| 30. I have a classroom management plan this year. | 9<br>(60%) | 5<br>(33%) | 1<br>(6%) | 0 | 0 | 0 |

| | | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|---|
| 31. | This year I can do a better job of dealing with classroom management. | 2<br>(13%) | 9<br>(60%) | 3<br>(20%) | 0 | 1<br>(6%) | 0 |
| 32. | My students know class rules and consequences. | 10<br>(67%) | 5<br>(33%) | 0 | 0 | 0 | 0 |
| 33. | My students are better behaved than in previous years. | 4<br>(27%) | 5<br>(33%) | 3<br>(20%) | 3<br>(20%) | 0 | 0 |

34. As a teacher, what changes have you made because of your participation in the Alliance?

- Changed board word, more organized with how centers are set up, behavior management is tighter
- I've had to learn to really follow-up the program specifications step by step
- Applying skills and behaviors learned at workshops
- This year the alliance program has allowed me to do more effective writing with my students
- The most important change has been with the new reading program. The reading stories give you more room to expand on the details within the stories. This way the students comprehend better
- I am spending more time on reading related activities which is very important
- Reading block time and stress on phonics in teaching
- I learned how to teach from a script
- Of course, more direct instruction, more structure in the lessons
- My format and structure during reading is better because my students are reading
- I had to compromise my philosophy of how to reach reading and try a program that appears to better meet the needs of inner city school kids
- I have not made many changes because this is my first year teaching so having a planned reading program has been very beneficial
- I spend more time with my reading groups and with decoding but less time reading to and with the children. Shared reading, poetry and songs were a major part of my curriculum before the alliance. Now that time is minimized
- I have had to keep a regimented time schedule for daily lessons in direct instruction. I have had to give my students recess periods and short breaks to rest them because direct instruction was very mentally demanding for them. They have slowly adjusted
- I included a literature component to my reading program. The quality of the direct instruction reading material is not of high interest. It does not promote creativity or higher level thinking skills. Comprehension questions from the direct instruction reading are mainly factual questions

35. If I had a choice, I would remain in an Alliance school.

14 (93%) Yes 1 (6%) No

- My children are learning to read
- Because it's such a wonderful feeling to see students looking forward to reading
- It is gratifying to see students feel proud of their accomplishments as a result of increased reading skills

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- Because of the alliance program more students are reading. They feel better about themselves and aren't afraid to participate in more reading activities in class. I think the program has turned reading around into a more positive activity
- I'm having great success with it
- Direct instruction definitely helps students achieve success in reading; success helps to achieve a more positive self concept
- Because the program has the needed skills to help the students achieve. The program has built the students self-esteem which makes it motivating for them. For me, it is gratifying, to be in a position to facilitate it
- The students are doing much better because of it
- Because it works, students are reading more and enjoying it
- For another three years; then I retire
- I have seen progress with my students with reading. It makes me see that the direct instruction program really works
- I do feel the program works for many children especially for those whom have not succeeded in other programs, but I strongly feel that language and literature must also play a part in the curriculum
- I like the reading and expressive writing programs. The students stay on task and I have seen big improvements
- the program is to rigid. It does not promote teacher or student creativity. It does not allow or consider different learning styles. Literature would need to be a component of the reading program before I would consider remaining at an Alliance school

36. If you were to give a grade to the Alliance, what grade would you give?

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 11 | (73%) | A | 1 | (6%) | C | 0 | F |
| 3 | (20%) | B | 0 | | D | | |

37. Do you have any comments or is there anything you would like us to consider as we evaluate The Alliance of Quality Schools program?

- Although my involvement with the Alliance has been limited, it doesn't prevent me from seeing how the program motivates students to read. That alone is a big step in the right direction
- At this point I am comfortable with all aspects of the Alliance of Quality Schools
- I think the program has been very effective at my school. If this program continues to run well, there should be higher test scores in the future for participating schools
- The program really works. My students are reading. I don't know if I would put as great an emphasis on the writing lessons
- The program works
- Keep it up
- I feel the program works for the students, it brings excitement to each one when they can read
- Children read better now but direct instruction has not influenced them to read more at school or home. You have to use other approaches and programs to get them to read more trade books
- Less classroom interruptions during reading and other lessons
- I would like to see a combination of direct instruction (decoding) and literature. In my opinion, literature is what creates a love of reading
- Have materials ready on the first day of school. Have some type of flexibility class for transient students. Alliance schools must have school-based personnel available to deal with behavior problems. If we are not funded for generalists and curriculum specialist type positions, our lessons are interrupted and often stopped because of

behavior problem students. These school-based people tremendously helped us with this

- Direct instruction reading does serve a purpose as one source for remediation. However, it is only one tool for decoding in reading instruction. Other decoding strategies should not be ignored. It should not be used as the only program for reading remediation. It should not be used for on grade level readers. Direct instruction reading should be used in conjunction with literature, language experience, whole language, and other reading programs to meet the learning needs and learning styles of every student. A teacher's professional judgment should be considered

## THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
## DEPARTMENT OF RESEARCH AND EVALUATION

### Teacher Survey: Alliance of Quality Schools (1994-95)

**Response Rate:** 15/15

Broward County Public Schools staff is conducting a review of the Alliance of Quality Schools. Your cooperation in completing the following survey is requested. As your input is very important to us, thank you in advance for your time and cooperation.

**Directions:** Please check (√) all responses that apply for each item.

---

### A. Information About You.

1. At which school do you teach? Rock Island Elementary

2. I have been teaching

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4 | (27%) | a. | 1 year or less | 4 | (27%) | d. | 11 to 15 years |
| 3 | (20%) | b. | 2 to 5 years | 4 | (27%) | e. | over 16 years |
| 0 | | c. | 6 to 10 years | 0 | | f. | do not teach |

3. I currently teach

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3 | (20%) | a. | 1st Grade | 3 | (20%) | d. | 4th Grade |
| 3 | (20%) | b. | 2nd Grade | 3 | (20%) | e. | 5th Grade |
| 3 | (20%) | c. | 3rd Grade | 0 | | f. | Other (list) |

4. My involvement with the Alliance has been

| | | | | | | |
|---|---|---|---|---|---|---|
| 0 | | a. | limited. | 0 | d. | not involved with the Alliance. |
| 1 | (6%) | b. | moderate. | 0 | e. | other (explain) |
| 14 | (93%) | c. | very involved. | | | |

### B. Information about the Alliance

5. Have you had a problem with or questions about the Alliance concepts or materials?

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4 | (27%) | Yes | 10 | (67%) | No | 1 | (6%) NR |

If yes, Did you contact someone and if so, who? Coach (2)

6. My involvement with the Alliance has helped me to

| | | | |
|---|---|---|---|
| 10 | (67%) | a. | improve my effectiveness. |
| 5 | (33%) | b. | become a better teacher. |
| 1 | (6%) | c. | The Alliance has not made a difference to me. |
| 2 | (13%) | d. | decide on my goals. |
| 4 | (27%) | e. | increase job satisfaction. |
| 0 | | f. | Other (Please explain). |

7. If I could change or add to some aspect of the Alliance, it would be

5 (33%) a. Alliance curriculum materials. How?
- I would drop expressive writing
- Use less directions as you go farther along in the book
- Waiting for classroom library
- Receive our library
- The spelling mastery is too difficult for first grade

0 b. Alliance inservice training. How?

1 (6%) c. Alliance goals. How?
- To see the entire faculty doing it. Would increase awareness of what we do

0 d. Alliance expectations. How?

4 (27%) e. Math curriculum. How?
- Give more time to it
- Get a structure for math alliance
- Add math instruction to the program
- Add direct instruction for math

7 (47%) f. I would not change anything.

---

**Directions:** Please indicate how much you agree or disagree with each statement by checking (√) one response for each item using the key below.

| | |
|---|---|
| SA | Strongly Agree |
| A | Agree |
| U | Unsure/Does not Apply |
| D | Disagree |
| SD | Strongly Disagree |

**Please check (√) one response for each item.**

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| **Utilization** | | | | | | |
| 8. This year I am using strategies that are new to me. | 9<br>(60%) | 4<br>(27%) | 0 | 2<br>(13%) | 0 | 0 |
| 9. This year I am using techniques that are new to me. | 9<br>(60%) | 4<br>(27%) | 1<br>(6%) | 1<br>(6%) | 0 | 0 |
| 10. I use the Alliance materials in my class. | 14<br>(93%) | 1<br>(6%) | 0 | 0 | 0 | 0 |
| 11. The Alliance is a challenging experience. | 7<br>(47%) | 7<br>(47%) | 0 | 1<br>(6%) | 0 | 0 |
| 12. The Alliance Program has improved and expanded my teaching skills. | 7<br>(47%) | 5<br>(33%) | 0<br>(6%) | 3<br>(20%) | 0 | 0 |
| 13. I would recommend the Alliance to other schools and teachers. | 11<br>(73%) | 2<br>(13%) | 2<br>(13%) | 0 | 0 | 0 |

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| **Support** | | | | | | |
| 14. My peers are supportive of Alliance goals. | 6<br>(40%) | 6<br>(40%) | 1<br>(6%) | 0 | 1<br>(6%) | 1<br>(6%) |
| 15. Needed materials are available. | 6<br>(40%) | 8<br>(53%) | 0 | 0 | 1<br>(6%) | 0 |
| 16. My school's administration has supported Alliance initiatives. | 10<br>(67%) | 4<br>(27%) | 0 | 0 | 1<br>(6%) | 0 |
| 17. I have received sufficient support through the Alliance. | 8<br>(53%) | 5<br>(33%) | 0 | 1<br>(6%) | 1<br>(6%) | 0 |
| **Training** | | | | | | |
| 18. Classroom visits to other Alliance schools were helpful. | 1<br>(6%) | 1<br>(6%) | 13<br>(87%) | 0 | 0 | |
| 19. I understand what I am trying to achieve through the Alliance. | 10<br>(67%) | 5<br>(33%) | 0 | 0 | 0 | 0 |
| 20. Demonstration teaching by Alliance coaches was useful. | 5<br>(33%) | 8<br>(53%) | 1<br>(6%) | 0 | 1<br>(6%) | 0 |
| 21. Demonstration teaching by other teachers helped me to understand Alliance concepts. | 1<br>(6%) | 7<br>(47%) | 4<br>(27%) | 2<br>(13%) | 1<br>(6%) | 0 |
| 22. I have been provided adequate training. | 7<br>(47%) | 8<br>(53%) | 0 | 0 | 0 | 0 |
| 23. I believe the quality of inservice training is good. | 7<br>(47%) | 7<br>(47%) | 0 | 1<br>(6%) | 0 | 0 |
| 24. Alliance trainers have effectively modeled effective teaching skills. | 9<br>(60%) | 5<br>(33%) | 0 | 0 | 1<br>(6%) | 0 |
| 25. There is someone to call if I need additional assistance with Alliance materials or concepts. | 9<br>(60%) | 4<br>(27%) | 1<br>(6%) | 0 | 1<br>(6%) | 0 |
| **Reading** | | | | | | |
| 26. My students enjoy reading this year. | 9<br>(60%) | 6<br>(40%) | 0 | 0 | 0 | 0 |
| 27. The materials I am using this year help my students read. | 10<br>(67%) | 5<br>(33%) | 0 | 0 | 0 | 0 |
| 28. Because of the strategies and techniques I use my students are reading more this year. | 9<br>(60%) | 5<br>(33%) | 1<br>(6%) | 0 | 0 | 0 |

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| 29. My students are reading more at home. | 3<br>(20%) | 4<br>(27%) | 7<br>(47%) | 0 | 1<br>(6%) | 0 |
| **Classroom Management** | | | | | | |
| 30. I have a classroom management plan this year. | 4<br>(27%) | 10<br>(67%) | 1<br>(6%) | 0 | 0 | 0 |
| 31. This year I can do a better job of dealing with classroom management. | 3<br>(20%) | 7<br>(47%) | 3<br>(20%) | 1<br>(6%) | 0 | 1<br>(6%) |
| 32. My students know class rules and consequences. | 4<br>(27%) | 10<br>(67%) | 1<br>(6%) | 0 | 0 | 0 |
| 33. My students are better behaved than in previous years. | 2<br>(13%) | 6<br>(40%) | 3<br>(20%) | 3<br>(20%) | 1<br>(6%) | 0 |

34. As a teacher, what changes have you made because of your participation in the Alliance?

- I think that the teachers including myself are better organized. Also, the benefit to the children are knowing that they are reading and also understanding what they are reading. In conclusion the changes that I have made is to become more involved with my students in reading. This program has opened up an entire new reading world for my students and myself
- I am using their programs instead of what I had used in the past
- My approach is more teacher directed. The students are learning a better way to decode, and are learning to read
- I used the science based reading, writing and language arts program. Now I can only use it to a limited extent
- More readings as independent work; more boardwork activities
- I have less time doing other subjects like Science, Health, Math, and Social Studies
- Management of time
- The alliance program has helped with other areas in the classroom
- More time devoted to reading and writing
- Amount of time on task because the materials require a lot of time
- I am spending 1 1/2 to 2 hours on reading and 35-40 minutes on expressive writing
- I am on task, lessons are planned
- I would change the expressive writing program for the upper grades

35. If I had a choice, I would remain in an Alliance school.

15 (100%) Yes 0 No

- I like the program and I think it works. My children are better readers
- I see a great improvement in my class over previous years, and I don't want to give that up
- I feel that the Alliance reading program helps students grow very strong in the area of reading
- I love the school I'm in

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- Children are achieving success - thereby creating a better learning atmosphere and more teacher satisfaction
- It's improving the students reading and English skills
- I think it is a good program, a program that will work
- I enjoy teaching the program and how it is structured
- Smaller class size
- Children seem extremely happy now that they can read
- I think it helps all children learn better
- I do not like the expressive writing

36. If you were to give a grade to the Alliance, what grade would you give?

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 7 | (47%) | A | 0 | | C | 0 | | F |
| 7 | (47%) | B | 1 | (6%) | D | | | |

37. Do you have any comments or is there anything you would like us to consider as we evaluate The Alliance of Quality Schools program?

- I like the program. I would like to see math added
- I am impressed with the program. I would like to see it added to all inner city schools
- Facilitate transfer of teachers who are uncomfortable with learning new teaching techniques - resistant to direct instruction programs
- I would like to see the support teachers at our school more involved and knowledgeable on the Alliance program. We have yet to see any directions, modeling or demonstrations from the curriculum facilitator
- We need to have all persons who were trained and paid doing the reading. It would give more time to sharpen other areas of the curriculum
- The students could be reading better because of the time line we are spending on reading. In previous years, the teacher spend about 20 minutes with each group. Now it is 45 minutes to 1 hour.

## THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
## DEPARTMENT OF RESEARCH AND EVALUATION

### Teacher Survey: Alliance of Quality Schools (1994-95)

**Response Rate:** 14/15

Broward County Public Schools staff is conducting a review of the Alliance of Quality Schools. Your cooperation in completing the following survey is requested. As your input is very important to us, thank you in advance for your time and cooperation.

**Directions:** Please check (√) all responses that apply for each item.

---

### A. Information About You.

1. At which school do you teach? Royal Palm Elementary

2. I have been teaching

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3 | (21%) | a. | 1 year or less | 4 | (29%) | d. | 11 to 15 years |
| 2 | (14%) | b. | 2 to 5 years | 2 | (14%) | e. | over 16 years |
| 3 | (21%) | c. | 6 to 10 years | 0 | | f. | do not teach |

3. I currently teach

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2 | (14%) | a. | 1st Grade | 3 | (21%) | d. | 4th Grade |
| 3 | (21%) | b. | 2nd Grade | 3 | (21%) | e. | 5th Grade |
| 3 | (21%) | c. | 3rd Grade | 0 | | f. | Other (list) |

4. My involvement with the Alliance has been

| | | | | | | |
|---|---|---|---|---|---|---|
| 0 | | a. | limited. | 0 | d. | not involved with the Alliance. |
| 1 | (7%) | b. | moderate. | 0 | e. | other (explain) |
| 13 | (93%) | c. | very involved. | | | |

### B. Information about the Alliance

5. Have you had a problem with or questions about the Alliance concepts or materials?

1 (7%) Yes 13 (93%) No

If yes, Did you contact someone and if so, who? Coach (2)

6. My involvement with the Alliance has helped me to

| | | | |
|---|---|---|---|
| 12 | (86%) | a. | improve my effectiveness. |
| 9 | (64%) | b. | become a better teacher. |
| 1 | (7%) | c. | The Alliance has not made a difference to me. |
| 1 | (7%) | d. | decide on my goals. |
| 6 | (43%) | e. | increase job satisfaction. |
| 2 | (14%) | f. | Other (Please explain). |

- Notice a difference regarding academic achievement
- Learn effective teaching techniques

7. If I could change or add to some aspect of the Alliance, it would be

5 (33%) a. Alliance curriculum materials. How?
- More "reader friendly" workbooks (3 lessons rather than 5-6 on a theme) (color pictures, etc.), more variety of topics
- Because we only did reading and writing. I would like to see other subjects involved with direct instruction
- Add direct instruction to math
- The reasoning and writing - the presentation of each lesson shorten, and add more grammar skills
- I feel that the language curriculum needs to be supplemented. I do not think all skills are being reinforced

3 (21%) b. Alliance inservice training. How?
- Test strategies and indications; scheduling pointers would also be helpful
- Alleviate training for those already familiar with the curriculum (i.e., reading)
- Continuing - would like to learn math and spelling programs

0 c. Alliance goals. How?

0 d. Alliance expectations. How?

5 (33%) e. Math curriculum. How?
- Distar Math is a more systematic approach; we are not currently using it and I believe it should be started in K or 1st
- More direct instruction in math and a better format of problem solving
- Need to see it
- We don't have math yet
- I would adopt a different text. I am personally not satisfied with the text. I found math today to be more effective

3 (21%) f. I would not change anything.

---

**Directions:** Please indicate how much you agree or disagree with each statement by checking (√) one response for each item using the key below.

| | |
|---|---|
| **SA** | **Strongly Agree** |
| **A** | **Agree** |
| **U** | **Unsure/Does not Apply** |
| **D** | **Disagree** |
| **SD** | **Strongly Disagree** |

**Please check (√) one response for each item.**

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| **Utilization** | | | | | | |
| 8. This year I am using strategies that are new to me. | 6<br>(43%) | 5<br>(36%) | 1<br>(7%) | 2<br>(14%) | 0 | 0 |
| 9. This year I am using techniques that are new to me. | 6<br>(43%) | 5<br>(36%) | 1<br>(7%) | 2<br>(14%) | 0 | 0 |
| 10. I use the Alliance materials in my class. | 13<br>(93%) | 1<br>(7%) | 0 | 0 | 0 | 0 |

| | | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|---|
| 11. | The Alliance is a challenging experience. | 6 (43%) | 6 (43%) | 0 | 1 (7%) | 0 | 1 (7%) |
| 12. | The Alliance Program has improved and expanded my teaching skills. | 8 (57%) | 4 (29%) | 1 (7%) | 1 (7%) | 0 | 0 |
| 13. | I would recommend the Alliance to other schools and teachers. | 10 (71%) | 3 (21%) | 1 (7%) | 0 | 0 | 0 |
| **Support** | | | | | | | |
| 14. | My peers are supportive of Alliance goals. | 9 (64%) | 5 (36%) | 0 | 0 | 0 | 0 |
| 15. | Needed materials are available. | 9 (64%) | 5 (36%) | 1 (7%) | 0 | 0 | 0 |
| 16. | My school's administration has supported Alliance initiatives. | 14 (100%) | 0 | 0 | 0 | 0 | 0 |
| 17. | I have received sufficient support through the Alliance. | 10 (71%) | 4 (29%) | 0 | 0 | 0 | 0 |
| **Training** | | | | | | | |
| 18. | Classroom visits to other Alliance schools were helpful. | 0 | 2 (14%) | 8 (57%) | 2 (14%) | 1 (7%) | 1 (7%) |
| 19. | I understand what I am trying to achieve through the Alliance. | 10 (71%) | 4 (29%) | 0 | 0 | 0 | 0 |
| 20. | Demonstration teaching by Alliance coaches was useful. | 7 (50%) | 5 (36%) | 2 (14%) | 0 | 0 | 0 |
| 21. | Demonstration teaching by other teachers helped me to understand Alliance concepts. | 4 (29%) | 9 (64%) | 2 (14%) | 0 | 0 1 | 0 |
| 22. | I have been provided adequate training. | 7 (50%) | 6 (43%) | 1 (7%) | 0 | 0 | 0 |
| 23. | I believe the quality of inservice training is good. | 4 (29%) | 9 (64%) | 1 (7%) | 0 | 0 | 0 |
| 24. | Alliance trainers have effectively modeled effective teaching skills. | 5 (36%) | 8 (57%) | 1 (7%) | 0 | 0 | 0 |
| 25. | There is someone to call if I need additional assistance with Alliance materials or concepts. | 9 (64%) | 5 (36%) | 0 | 0 | 0 | 0 |
| **Reading** | | | | | | | |
| 26. | My students enjoy reading this year. | 11 (79%) | 3 (21%) | 0 | 0 | 0 | 0 |

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| 27. The materials I am using this year help my students read. | 13<br>(93%) | 1<br>(7%) | 0 | 0 | 0 | 0 |
| 28. Because of the strategies and techniques I use my students are reading more this year. | 13<br>(93%) | 1<br>(7%) | 0 | 0 | 0 | 0 |
| 29. My students are reading more at home. | 4<br>(29%) | 3<br>(21%) | 6<br>(43%) | 0 | 1<br>(7%) | 0 |
| Classroom Management | | | | | | |
| 30. I have a classroom management plan this year. | 12<br>(86%) | 2<br>(14%) | 0 | 0 | 0 | 0 |
| 31. This year I can do a better job of dealing with classroom management. | 4<br>(29%) | 7<br>(50%) | 3<br>(21%) | 0 | 0 | 0 |
| 32. My students know class rules and consequences. | 9<br>(64%) | 5<br>(36%) | 0 | 0 | 0 | 0 |
| 33. My students are better behaved than in previous years. | 2<br>(14%) | 4<br>(29%) | 4<br>(29%) | 4<br>(29%) | 0 | 0 |

34. As a teacher, what changes have you made because of your participation in the Alliance?

- Additional teacher directed lessons. I've included different teaching techniques
- Reading instruction is more effective; students are on task
- I have become more goal-oriented. The alliance gives the students certain goals they must reach with reading and English. These goals follow through in all subjects and social learning skills. Since I now expect much more from them , they expect much more from themselves
- Reading mastery and reasoning writing are not new to me. I have used both for several years. The alliance has provided extra materials and support when needed. I have added spelling mastery to the curriculum which I never used before
- More contact with the children, able to tell at a glance if the child's answers are correct. Less paperwork - more teaching
- Language and spelling programs are now direct instruction
- I have adapted many of the alliance program suggestions to help me teach other subject matters (repetitions, directed lessons, choral responses, etc.). I am able to spend more time with the whole class rather than small groups or individuals because of whole group teacher directed lessons
- Greater emphasis on vocabulary and the incorporation of vocabulary into creative writing
- Team teaching -reading
- Due to the fact this is my first year I believe the alliance training has helped me to be very effective in my class as far as my teaching and behavior management techniques
- I feel the stories in B1 and B2 are irrelevant. The stories should be of substance and useful

- I find myself bringing more of the direct instruction into my other teaching and the kids are really benefiting from it

35. If I had a choice, I would remain in an Alliance school.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 13 | (93%) | Yes | 0 | No | 1 | (7%) | NR |

- I am able to continue teaching in an alliance school and I also feel that I could be a success in another school
- Positive attitude - lots of learning
- It gives our children a chance to make it academically. By doing direct instruction they work along with the teacher which makes them less fearful to take a chance
- Alliance will make a difference for our children - Isn't that why we became teachers?
- Because I enjoy having the children focus at all times with the direct instructions. Their behaviors have changed dramatically. That means alot to me as a teacher
- I enjoy the curriculum materials and appreciate the value of direct instruction for certain children
- I have enjoyed teaching more since utilizing the alliance program because I see the lower achieving students actually learning more
- The students reading has improved greatly and this has carried over into their other areas of study. Their confidence level has improved
- Structured reading program helps children stay on task - oral reading and vocabulary are the crux of a reading lesson
- I cannot believe the changes I've seen in academic growth in my students. I feel that all schools in Broward would benefit from these programs
- It's a very exciting program - exciting for the children and for me. The children are motivated
- The program is consistent and useful for the students
- I really believe that the reading and writing program have helped the children in my class. Its about time they finally gave the inner city schools materials that the student body can benefit from

36. If you were to give a grade to the Alliance, what grade would you give?

| | | | | | | |
|---|---|---|---|---|---|---|
| 11 | (79%) | A | 0 | C | 0 | F |
| 3 | (21%) | B | 0 | D | | |

37. Do you have any comments or is there anything you would like us to consider as we evaluate The Alliance of Quality Schools program?

- I think the wrinkles have been ironed out and it will only get better. Need more time to teach
- Find a way to give us more time to teach all these subjects with direct instruction
- This year more than previous years I have observed the students entering Royal Palm after January 1st to have fewer reading strategies than years past. Our children are progressing at a faster pace than learners coming from other schools. This is wonderful; however, it is also problematic when trying to place these second semester students. A program to bring the needed skills to these new enrollees (that enter after January 1 ) before they are placed in their classrooms would help all concerned
- I'm elated that I've been a part of this program to be able to teach young lives to read, write, spell, etc. Makes teaching very rewarding

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- I believe the program is an excellent one that has helped our school improve in both academic instruction and behavior management which combined have made our entire population, (students and staff) come out better, overall, than in years past
- Too many subjects are being taught as direct instruction. The children need some quiet time to work without hearing the teacher's voice constantly
- I don't feel that I have enough time during the day. I love the programs but I don't feel I have enough time
- Somehow, we need to have more time. It is difficult to meet so many goals in such a small period of time
- I have seen a remarkable improvement in the kids ability to read and desire to want to read. The curriculum is finally suited toward out population of children and I feel we are finally able to meet the individual needs of each student. This is the first year that I have been teaching in Broward that I have actually seen a desire to want to have reading on the part of the students. In past years the reading series frustrated my students and so the desire to read was lost. I'm happy to not have that frustration in my class anymore. It makes my job alot easier

## THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
## DEPARTMENT OF RESEARCH AND EVALUATION

### Teacher Survey: Alliance of Quality Schools (1994-95)

**Response Rate: 14/15**

Broward County Public Schools staff is conducting a review of the Alliance of Quality Schools. Your cooperation in completing the following survey is requested. As your input is very important to us, thank you in advance for your time and cooperation.

**Directions:** Please check (√) all responses that apply for each item.

---

**A. Information About You.**

1. At which school do you teach? Westwood Heights Elementary

2. I have been teaching

2 (14%) a. 1 year or less
4 (29%) b. 2 to 5 years
3 (21%) c. 6 to 10 years
2 (14%) d. 11 to 15 years
3 (21%) e. over 16 years
0 f. do not teach

3. I currently teach

3 (21%) a. 1st Grade
2 (14%) b. 2nd Grade
3 (21%) c. 3rd Grade
3 (21%) d. 4th Grade
3 (21%) e. 5th Grade
0 f. Other (list)

4. My involvement with the Alliance has been

3 (21%) a. limited.
3 (21%) b. moderate.
7 (50%) c. very involved.
1 (7%) d. not involved with the Alliance.
0 e. other (explain)

**B. Information about the Alliance**

5. Have you had a problem with or questions about the Alliance concepts or materials?

2 (14%) Yes 12 (86%) No

If yes, Did you contact someone and if so, who? Stu Valentine/Nancy Romance

6. My involvement with the Alliance has helped me to

4 (29%) a. improve my effectiveness.
3 (21%) b. become a better teacher.
6 (43%) c. The Alliance has not made a difference to me.
0 d. decide on my goals.
2 (14%) e. increase job satisfaction.
0 f. Other (Please explain).

7. If I could change or add to some aspect of the Alliance, it would be

9 (64%) a. Alliance curriculum materials. How?
  - Provide a curriculum that requires less teacher preparation. Our curriculum is teacher developed
  - By giving a guideline with activities to be used as necessary
  - More language arts at our hands instantly - not for us to develop the curriculum
  - More high tech, audio visual equipment because this is today's kid in today's world
  - No materials to do experiments then there was no access into science lab
  - More hands-on
  - Need more structure
  - We would like Math
  - More practice worksheets for fast cycle 1 and 2

3 (21%) b. Alliance inservice training. How?
  - Provide a more in-depth training and clearer instruction. Teachers are often confused about what is expected
  - Do before throw in
  - Already excellent

1 (7%) c. Alliance goals. How?
  - Make them clearer and more practical. We are losing our children

2 (14%) d. Alliance expectations. How?
  - Make them more clearer and more practical to meet students overall needs
  - In-depth reading for feelings, time lapses, puns on words, implications

2 (14%) e. Math curriculum. How?
  - Only concrete and clear objectives we have at this time
  - Use direct instruction in Math (need to use it)

2 (14%) f. I would not change anything.

---

**Directions:** Please indicate how much you agree or disagree with each statement by checking (√) one response for each item using the key below.

| | |
|---|---|
| SA | Strongly Agree |
| A | Agree |
| U | Unsure/Does not Apply |
| D | Disagree |
| SD | Strongly Disagree |

**Please check (√) one response for each item.**

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| **Utilization** | | | | | | |
| 8. This year I am using strategies that are new to me. | 4<br>(29%) | 7<br>(50%) | 0 | 3<br>(21%) | 0 | 0 |
| 9. This year I am using techniques that are new to me. | 3<br>(21%) | 8<br>(57%) | 0 | 2<br>(14%) | 0 | 1<br>(7%) |
| 10. I use the Alliance materials in my class. | 5<br>(36%) | 5<br>(36%) | 2<br>(14%) | 2<br>(14%) | 0 | 0 |

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| 11. The Alliance is a challenging experience. | 3<br>(21%) | 6<br>(43%) | 3<br>(21%) | 2<br>(14%) | 0 | 0 |
| 12. The Alliance Program has improved and expanded my teaching skills. | 2<br>(14%) | 4<br>(29%) | 3<br>(21%) | 4<br>(29%) | 1<br>(7%) | 0 |
| 13. I would recommend the Alliance to other schools and teachers. | 5<br>(36%) | 2<br>(14%) | 4<br>(29%) | 2<br>(14%) | 1<br>(7%) | 0 |
| **Support** | | | | | | |
| 14. My peers are supportive of Alliance goals. | 1<br>(7%) | 5<br>(36%) | 4<br>(29%) | 3<br>(21%) | 1<br>(7%) | 0 |
| 15. Needed materials are available. | 0 | 7<br>(50%) | 1<br>(7%) | 4<br>(29%) | 2<br>(14%) | 0 |
| 16. My school's administration has supported Alliance initiatives. | 4<br>(29%) | 8<br>(57%) | 2<br>(14%) | 0 | 0 | 0 |
| 17. I have received sufficient support through the Alliance. | 3<br>(21%) | 5<br>(36%) | 4<br>(29%) | 1<br>(7%) | 0 | 1<br>(7%) |
| **Training** | | | | | | |
| 18. Classroom visits to other Alliance schools were helpful. | 1<br>(7%) | 2<br>(14%) | 9<br>(64%) | 0 | 1<br>(7%) | 1<br>(7%) |
| 19. I understand what I am trying to achieve through the Alliance. | 4<br>(29%) | 6<br>(43%) | 2<br>(14%) | 0 | 1<br>(7%) | 1<br>(7%) |
| 20. Demonstration teaching by Alliance coaches was useful. | 4<br>(29%) | 4<br>(29%) | 4<br>(29%) | 1<br>(7%) | 0 | 1<br>(7%) |
| 21. Demonstration teaching by other teachers helped me to understand Alliance concepts. | 0 | 5<br>(36%) | 7<br>(50%) | 0 | 0 | 2<br>(14%) |
| 22. I have been provided adequate training. | 3<br>(21%) | 6<br>(43%) | 3<br>(21%) | 0 | 0 | 2<br>(14%) |
| 23. I believe the quality of inservice training is good. | 3<br>(21%) | 7<br>(50%) | 3<br>(21%) | 0 | 0 | 1<br>(7%) |
| 24. Alliance trainers have effectively modeled effective teaching skills. | 3<br>(21%) | 5<br>(36%) | 4<br>(29%) | 1<br>(7%) | 0 | 1<br>(7%) |
| 25. There is someone to call if I need additional assistance with Alliance materials or concepts. | 5<br>(36%) | 3<br>(21%) | 4<br>(29%) | 1<br>(7%) | 0 | 1<br>(7%) |

| | SA | A | U | D | SD | N/R |
|---|---|---|---|---|---|---|
| **Reading** | | | | | | |
| 26. My students enjoy reading this year. | 4<br>(29%) | 4<br>(29%) | 3<br>(21%) | 1<br>(7%) | 1<br>(7%) | 1<br>(7%) |
| 27. The materials I am using this year help my students read. | 5<br>(36%) | 1<br>(7%) | 3<br>(21%) | 2<br>(14%) | 1<br>(7%) | 2<br>(14%) |
| 28. Because of the strategies and techniques I use my students are reading more this year. | 4<br>(29%) | 4<br>(29%) | 2<br>(14%) | 1<br>(7%) | 1<br>(7%) | 2<br>(14%) |
| 29. My students are reading more at home. | 1<br>(7%) | 3<br>(21%) | 4<br>(29%) | 3<br>(21%) | 2<br>(14%) | 1<br>(7%) |
| **Classroom Management** | | | | | | |
| 30. I have a classroom management plan this year. | 5<br>(36%) | 8<br>(57%) | 0 | 0 | 0 | 1<br>(7%) |
| 31. This year I can do a better job of dealing with classroom management. | 0 | 7<br>(50%) | 3<br>(21%) | 3<br>(21%) | 0 | 1<br>(7%) |
| 32. My students know class rules and consequences. | 8<br>(57%) | 5<br>(36%) | 0 | 0 | 0 | 1<br>(7%) |
| 33. My students are better behaved than in previous years. | 0 | 4<br>(29%) | 1<br>(7%) | 8<br>(57%) | 0 | 1<br>(7%) |

34. As a teacher, what changes have you made because of your participation in the Alliance?

- I became a better teacher
- More teacher interaction, direct instruction, new teaching strategies
- I would do direct instruction first then ideas 2-3 years after
- Slowing down, more in-depth teacher, greater organization due to increased belief in use of journals in all subject areas
- Moving at a slower pace (more repetition); more hands-on
- I have made my own activities, tests, etc. to suit the learning of my students
- I will have a science lab teacher. I will have all materials that is needed for this program
- I have been able to instill a since of pride into my students. Yet, I feel academically they need to have a curriculum that would enhance my efforts. The student really dislike this new concept of teaching

35. If I had a choice, I would remain in an Alliance school.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 6 | (43%) | Yes | 3 | (21%) | No | 3 | (21%) | NR |
| 2 | (14%) | Undecided | | | | | | |

- Please don't take it away. I'll quit if you do

- This is the best reading program I have ever taught. The children are not afraid to try a new story, etc. and they fun reading. They read "the walls" posters, directions, whatever I write on the board. It's exciting for me
- The IDEAS program I feel does not help the children below level
- The IDEAS project should have taken effect after 2 years of direct instruction. The upper students still have deficiencies that direct instruction could have corrected had it been imposed in all grade levels
- I'm sold and convinced that it does generate a greater interest in reading within students
- Debatable - given another year - maybe - teachers have to learn first and become comfortable
- Because I have worked hard to develop a curriculum for my students under the Alliance school program. And I care greatly for my students actual needs and to change would be a wasted year because another teacher would have to experiment all over again

36. If you were to give a grade to the Alliance, what grade would you give?

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 3 | (21%) | A | 6 | (43%) | C | 0 | | F |
| 1 | (7%) | B | 1 | (7%) | D | 3 | (21%) | NR |

37. Do you have any comments or is there anything you would like us to consider as we evaluate The Alliance of Quality Schools program?

- Smaller class size; mid-year (March) help with lower students
- It is wonderful - I do not want to teach without it
- Our only problem was scheduling for out grade at our school. We were not provided with enough optimum learning time (in morning)
- Reconsider ideas program
- High tech equipment and sufficient supplementary material
- More materials to work with to include language arts. Equipment (laser discs), dictionaries and encyclopedias in every classroom
- I think its okay, but I need something and/or someone to compare it to before I make a sound judgment
- Choose grants and curriculum that meet the students needs. Make sure that the demographics of these children are considered in deciding these grants and curriculum. Make sure students have adequate preparation for the implementation of such programs. Some students are academically low and these programs miss them all together instead of helping them to improve. There is too much assessment needed for most of these programs. If teachers are going to teach tests, what benefit will you get if scores are higher, yet the basic concepts are missed and knowledge is lost in students short term memory. We need to reevaluate ourselves instead of the students

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